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ABSTRACT

This technical report describes the methodology, results, and conclusions of a 1991 survey, which was conducted to determine state efforts to develop systems to assess educational outcomes, states' needs for solutions to technical/implementation problems, existing databases, and efforts of states to design a comprehensive system of indicators in general and special education. The survey involved interviews with 59 state directors of special education. The survey found that state-level data collection activities on children and youth with disabilities took place in the areas of academic achievement, participation, postsecondary status, attainment and retention, dropout and graduation, vocational skills, attitudes and aspirations, and functional life-maintenance skills. This report discusses who within the state agencies administered student outcome assessments, instruments used in achievement assessments, uses of outcomes information, guidelines in place for inclusion/exclusion of students with disabilities in assessments, accommodations made to include students with disabilities in general education assessments and alternative assessment procedures, barriers to outcomes assessment, and needs for assistance. Information is provided on practices or plans identified by states as particularly successful or innovative. Appendixes contain the survey protocol, a list of materials received from states, descriptions of academic achievement assessment activities, and descriptions of states' data collection activities concerning postsecondary experience. (JDD)

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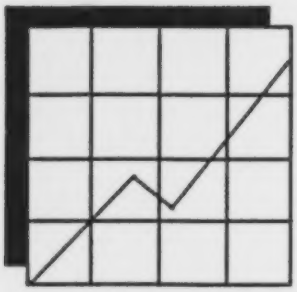
Technical Report



State Practices in the Assessment of Outcomes for Students with Disabilities

National Center on Educational Outcomes

UNIVERSITY OF MINNESOTA

October, 1991

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Technical Report

State Practices in the Assessment of Outcomes for Students with Disabilities

National Center on Educational Outcomes

A Cooperative Program of:

Institute on Community Integration (UAP)
St. Cloud State University
and
National Association of State Directors of Special Education

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CHAPTER 1

OVERVIEW

Many reform initiatives have been recorded throughout the history of the educational system in the United States. One of the most significant educational initiatives for children and youth with disabilities was the Education for All Handicapped Children Act (EHA, PL 94-142), recently reauthorized as the Individuals with Disabilities Education Act (IDEA, PL 101-476). IDEA and its predecessor EHA require public schools to provide a free and appropriate education to all children and youth with disabilities. Further, these laws provide students with disabilities with the right to participate to the extent possible in the least restrictive educational environment. Today most people agree that students with disabilities have achieved access to education. As stated by the National Council on Disability (1989):

> Wholesale segregation and denial of participation of students with disabilities are for the most part behind us. . . . The time has come to shift the focus to quality and student outcomes. (p. 1)

This statement by the National Council on Disability placed it in step with the educational reform movement of the 1990s, one focused on the results (or "outcomes") of education.

The term "outcomes" has been variously defined by persons and groups throughout the nation (Ysseldyke, Thurlow, Bruininks, Deno, McGrew, & Shriner, 1991), and agreement on the definition is hard to reach. Most agree, however, that outcomes cover all areas of student development and well-being, and can be broadly categorized as knowledge, skills, and attitudes. Many of the same persons and groups are searching for ways to assess the extent to which the desired outcomes have been achieved. Already data on indicators of these outcomes are being collected through vast assessment efforts at national, state, and local levels. For example, the National

Assessment of Educational Progress (NAEP) is the current vehicle for national and state-by-state assessment of educational indicators that provide information on progress toward desired outcomes in the area of academic achievement. Assessments are conducted periodically in reading, mathematics, science, writing, history and geography, and other areas (ETS, 1990). States and local school districts are also collecting information on academic achievement, and increasingly, on other outcomes such as graduation rate, dropout rate, and post-school status. These indicators are used as evidence of the results of education.

While more and more states are using an increasing range of indicators to assess some of the outcomes of education, most of these indicators yield information about students in general education. Students receiving special education services are often excluded from these efforts. With the enactment of PL 94-142, the federal government required states to collect information on students with disabilities, but most of this addressed accessibility issues. In the mid 1980s, requirements were expanded to include exit information (e.g., dropout). This information was considered to reflect an educational outcome. Some states have gone beyond the federal requirements, including the measurement of other kinds of student outcomes for students with disabilities.

Walther-Thomas (1990) documented the tendency of states to focus on one outcome area when she examined state-level practices regarding collection, use, and dissemination of outcomes assessment information on students with *mild* disabilities. She found that the majority of states do not assess the educational outcomes of students with mild disabilities beyond what is required by federal mandates. She termed the trend discussed by NASDSE as that of "states finding niches" of outcomes assessment efforts, collecting data they find manageable in areas with which they are comfortable. She found that most state agencies do not have enough personnel with evaluation and research skills to make wider use of the data that are collected.

Even states identified by Walther-Thomas as "exemplary" did not take a comprehensive view of outcomes in practice.

There are many reasons to update the information that we have on what states are doing to assess the outcomes of education for students with disabilities. First, State Directors of Special Education and other policy makers, both in general and special education, need to be aware of what other states are doing. There are new initiatives being started every year, not to mention many forecasted changes in accountability and assessment activities. Second, there is a need for national groups and local groups to be aware of state activities and their potential impact. Third, an accounting of what states are doing across multiple outcome areas is needed to document changes over time in states' efforts to address all areas of student development.

In order to provide current information about what states are doing related to outcomes assessment, and to inform policymakers and educators about changes in practice that are occurring, the National Center on Educational Outcomes (NCEO) is conducting surveys and reviews of state practices in outcomes assessment. During the five years from 1991 to 1995, NCEO is surveying the status and the future plans of all states and territories regarding the assessment of outcomes. The results of this survey are published in two forms: a technical report, and an annual summary report. This document is the technical report for the first Survey of State Practices. It describes the methodology, results, and conclusions of the 1991 survey.

The Survey of State Practices was conducted to: (a) produce a data base on state efforts to develop systems to assess educational outcomes, (b) assess states' needs for solutions to technical/implementation problems, (c) identify important state-level information and existing data bases, and (d) assess efforts of states to design a comprehensive system of indicators in general and special education. Specific objectives of the survey included:

1. Develop and implement an ongoing tracking system that describes the status of State activities to assess educational outcomes for children and youth with disabilities.

2. Develop and implement an ongoing tracking system of procedures and practices used by states to include and make accommodations in assessment for children and youth with disabilities.

3. Identify promising practices in states for description/dissemination via case studies.

4. Identify persistent barriers and needs of states in order to improve outcomes assessment.

5. Identify State data bases in order to create a national data base of outcomes for children and youth with disabilities.

This Survey of State Practices is presented in six additional chapters in this report. Chapter 2 presents the methodology of the study, including the development of the survey instrument and the procedures for obtaining responses. Chapter 3 presents detailed information on data collected in an array of outcome areas. Chapter 4 presents information related to inclusion/exclusion and accommodations made to include students with disabilities in general education assessments and alternative assessment procedures. Chapter 5 presents information on barriers to outcomes assessment and needs for assistance. Chapter 6 presents information on practices or plans identified by states as successful or innovative. The report ends with a discussion of implications (Chapter 7).

CHAPTER 2

METHODOLOGY

Survey Design

Development of research questions. In the request for proposals (RFP) to establish a national center on the topic of educational outcomes for students with disabilities, several issues to be addressed through a state survey were identified. Using these directives as a guideline, NCEO staff, consultants, and research assistants conducted an extensive literature search and contacted many policy groups (e.g., NASDSE -- National Association of State Directors of Special Education; CCSSO -- Council of Chief State School Officers; NGA -- National Governor's Association) in order to define important research questions about state outcome assessment activities. The first year focused on characterizing the state of practice regarding outcomes assessment. Research questions were distributed to consultants, policy-group representatives, and staff. Initial questions were generated and reviewed during the period from October, 1990 to February, 1991.

Item development. A list of items was generated by drawing upon the literature review (NCEO, 1991), a review of documents obtained from several states, and requirements of the RFP. The decision to conduct a telephone interview during the first year's survey was based on the belief that the qualitative nature of the issues required an interactive format. Dr. Chriss Walther-Thomas, College of William and Mary, provided guidance in the style and format of telephone instrument items.

An extensive list of items about outcomes assessment data for children and youth with disabilities was organized into five topical areas: procedures, policy, content, usage, and technical/implementation. This delineation of the items helped to

insure adequate coverage of issues, and provided the opportunity for review and discussion among NCEO staff and consultants.

Protocol development. Between December, 1990 and March, 1991 several versions and formats for the interview protocol were developed and reviewed. Assistance with this task was obtained from the Minnesota Center for Survey Research. A draft was distributed to NCEO staff and consultants in January, 1991. In addition, external consultants (all State Directors of Special Education) provided extensive input on the protocol during a working meeting held in February, 1991. This input resulted in major revisions in the scope of the interview and the format of the protocol. For example, direct questions were deleted about the existence of conceptual models. An attempt was made to give very careful consideration to the time constraints of the respondents and the sensitivity of the states to assessment issues of any type.

Field test of the protocol. During February, 1991, the state survey protocol was field tested in three states through interviews conducted by the interview coordinator. Specific feedback, sought from each field test respondent, focused on the format, duration, content, and clarity of the interview and protocol. Each field test was tape recorded, to allow other NCEO personnel the chance to review and comment on the interview process and adequacy of the protocol in capturing the desired information. These tape recordings were also used for interviewer training purposes.

Directory of Respondents

In November, 1990, NASDSE provided NCEO with a current listing of State Directors of Special Education. The Directors were contacted by mail, asked to participate in the survey, and asked to verify their address, telephone, and facsimile numbers. Each director was also asked to designate an alternate respondent who would serve as the interviewee if the director was unable to participate in the

survey. A copy of the respondent information sheet is included in Appendix A. This mailing was coordinated by NASDSE personnel; responses were sent to NCEO at the University of Minnesota. Reminder letters with additional information forms were mailed from Minnesota three to four weeks after the initial mailing. If no response was received after the second mailing, NCEO staff contacted directors by telephone. The initial registration was completed by February, 1991 However, there continued to be changes in the list throughout the time when interviews were being conducted.

Interview Materials

Pre-interview guide. Respondents were provided with a Pre-interview Information guide (see Appendix B). This document contained brief background information on NCEO, general issues to be addressed in the interview, definitions to be used, and the specific questions to be asked regarding assessment activities.

Interviewer's script/protocol. Interviewers used a combination script and protocol document during the telephone interviews. The format allowed for immediate recording of responses, including coding of forced-choice items. Branching patterns and transition directions were embedded in the document based on the recommendations of Dillman (1978). Seven primary topics were covered by the questionnaire: (1) areas in which outcomes are assessed, (2) procedures of assessment and uses of data, (3) inclusion/exclusion of students with disabilities in assessments, (4) assessment accommodations for students with disabilities, (5) identified concerns, barriers, and problems related to assessment of outcomes for students with disabilities, (6) technical and implementation assistance needs, and (7) innovative practices related to assessment of outcomes for students with disabilities. The number of items in each of these areas is summarized in Table 1. Additional questions were asked about state computerized data bases, state required or recommended IEP forms, and available written materials on outcomes assessments. A checklist of the materials requested from the state was included at the end of the

Table 1

Numbers of Items in Primary Topics Covered by State Interview

Topic	Number of Items	Sample Items
Outcomes Areas Assessed	10	Does [state] have any state-level information on academic achievement? Does [state] have any state-level information on vocational skills?
Assessment Procedures and Uses of Data	10 per area	What information does [state] have on academic achievement? Who collects this information? What instruments are used to collect those data? For which disability groups is this measure used?
Inclusion/Exclusion	7	Do any students with disabilities take part in tests given to General Education students that are collected and/or reported at the state level? What decision rules or guidelines are used to determine which students participate and which are excluded? Who makes the decision to include or exclude a student with disabilities regarding the outcomes assessment in general education?

Table 1 -- continued

Topic	Number of Items	Sample Items
Assessment Accommodations	5	What accommodations or special provisions are made for students with disabilities in outcomes assessments conducted either by the general education unit or special education unit? Are there written guidelines on these accommodations?
Concerns, Barriers, and Problems	1	What problems or barriers have you encountered or do you anticipate in the areas of developing, implementing, reporting, or using outcomes information on a statewide bases?
Technical and Implementation Assistance Needs	1	What type of assistance is needed in order to solve these problems?
Innovative Practices	1	What is happening in [state] that you believe is particularly successful or innovative in relation to the assessment of outcomes for students with disabilities?

protocol. A copy of the Survey Protocol is included in Appendix C and materials received from states are listed in Appendix D.

Assessment activities grid. A three-page grid also was completed during the telephone interview for each outcomes area assessed by the state. The grid sections corresponded to the specific items that were asked about assessment activities. Specifically, these were:

(a) Information types for each outcomes area assessed
(b) Unit(s) or department(s) in the state agency conducting the assessment
(c) Instruments or measures used
(d) Disability groups for which the instruments are used
(e) Grade or age levels at which the measures are used
(f) Method of collection/aggregation at the state level
(g) Year of initiation of the measurement or data collection activity
(h) Frequency of the measurement or data collection activity
(i) State's purpose(s) for collecting the information
(j) Contact person responsible for the activity

Field testing had revealed that respondents answered several, if not all, questions regarding assessment activities for a particular area in one or two sentences. The grid format allowed interviewers to record answers quickly without disrupting the respondent's train of thought, and provided a useful visual reminder to cover all items regarding each outcomes assessment activity. A reduced-size copy of the grid is included in Appendix E.

Training of Interviewers

Interviewers for the initial survey were the interview coordinator, three advanced graduate students in the Department of Educational Psychology, and the Assistant Director of NCEO. Another advanced graduate student conducted one make-up interview. The advanced graduate students were selected because of their excellent communication skills, established knowledge of special education, and familiarity with the activities of NCEO.

The field test version of the survey and recordings of the field test interviews were used as training materials for the first phase of practice. The interviewers

were provided a thorough briefing on the question-by-question objectives of the survey. Possible responses and suggested ways of dealing with interviewee questions were discussed. Each interviewer then completed a survey profile from the tape recordings, after which the process was reviewed and questions discussed and answered. For a second practice phase, the interview coordinator served as a respondent for mock interviews in which the modified survey and protocol forms were used. The interviewers also met with the interview coordinator periodically during the actual survey phase to discuss and resolve issues that had arisen.

Conduct and Editing of Survey

The interview coordinator sent each respondent a pre-interview guide with a cover letter confirming the scheduled interview appointment. These documents were mailed in most cases, but were sometimes transmitted by facsimile if requested by the respondent, or if time constraints precluded mailing the materials.

Survey interviews were conducted from late March to July of 1991, with the vast majority (n=54, 92%) being completed by the end of May. The interview coordinator conducted 33 interviews, the advanced graduate students 25 interviews, and the Assistant Director 1 interview. During each interview, the interviewer completed the protocol and coded forced choice responses. To minimize redundancy and the on-phone time required, requests were made for materials and for the names of contact persons in the state agency who were more familiar with certain procedures or data types. Protocols were completed and/or edited using the tape recordings of the interviews, materials received from states, and through follow-up phone calls to other persons in the state agency. At least one follow-up phone call was made to 39 states (66%). In many instances, several calls to different persons (e.g., data manager, Vocational Education supervisor) were required. These efforts were made to verify information and minimize missing data to the greatest extent possible. Editing of the survey protocols was completed in July.

Direct verification. A summary profile with responses to all survey items was prepared for each state (see Appendix F). The profile and a stamped return envelope were mailed to the respondents beginning in early July. The respondents were asked to check each question and their recorded responses for completeness and accuracy, and to return the profile to NCEO if changes needed to be made. Respondents were notified in a follow-up letter that their revisions had been received and entered. Those respondents not returning a form with revisions were sent a follow-up letter after 2-3 weeks, indicating that NCEO was assuming all information in the state's summary profile was correct. Thirty-two profiles (54%) were returned; 28 (47% of all respondents) reported changes of some kind.

A quick analysis was conducted of the nature of changes made by those sending back or calling in changes to the summary profiles. Changes were coded as either clarifications of information presented, additions to the information presented, deletions of some of the information presented, or corrections to the information. The number of individual changes made by states ranged from 1 to 41, with the average being 11.25. The most frequent kind of change was additions (51%), followed by corrections (22%), clarifications (17%), and deletions (10%). Fifteen of the states made changes that were considered significant in that they represented a change in a response to one of the primary questions of the interview. For example, one of these states changed a response to the question about whether the state had a computer-based data set on students with disabilities from "no" to "yes (in development)." Another state originally responded that no formal rules existed for inclusion/exclusion of students in general education testing. The returned verification, however, was accompanied by a legislative statute and regulations on inclusion and accommodation procedures that had existed for five years.

Data Processing

Management of quantitative data/coding. In terms of data types, the survey protocols consisted of three main kinds of items: forced-choice responses, open-ended questions, and the grid record sheets for specific outcomes assessment activities. The first two sections were coded and entered separately from the grids because they consisted of items that evoked more directly codable responses. (Open-ended questions that were included here had responses that tended to form logical clusters.)

Data from the grids were coded in a separate effort, because of the nature of responses regarding specific assessment activities. Quite often a respondent had some qualifier to add to the information, which precluded the inclusion of the response in an existing code. Assessment activity data were collapsed into a less restrictive scheme, allowing for quantification and coding, but diminishing the uniqueness captured in each response. The complete summaries of state activities for the two largest areas of assessment that were subjected to the coding scheme, achievement assessment and postsecondary status assessment, are provided in Appendices F and G.

Management of qualitative data. An important question in the survey asked each respondent to describe particularly successful or innovative practices or plans regarding outcomes information in the state. These responses were recorded using a FileMaker® program that allowed for systemic searches of responses for selected descriptors (e.g., curriculum-based measurement).

Interrater agreement. Fifteen states were chosen at random and a reliability check of coding for these states was conducted. Interrater agreement was computed by simple point-by-point comparisons (agreements divided by agreements plus disagreements, multiplied by 100). For the 15 states, exact agreement of _____% was obtained for the quantitative data; _____% was obtained for the grid data.

Reporting Findings

Findings are organized in this report basically in the order in which the questions were asked during the interview To make the reporting of data more meaningful for certain questions, findings are presented separately for the 50 "regular" states and the nine "unique" states (District of Columbia, American Samoa, Bureau of Indian Affairs, Guam, Republic of the Marshall Islands, Palau, Puerto Rico, Commonwealth of the Northern Mariana Islands, and U.S. Virgin Islands). When separation of data does not assist in interpretation, it is clearly indicated that all states are included.

CHAPTER 3

OUTCOMES ASSESSMENT DATA

Major Areas

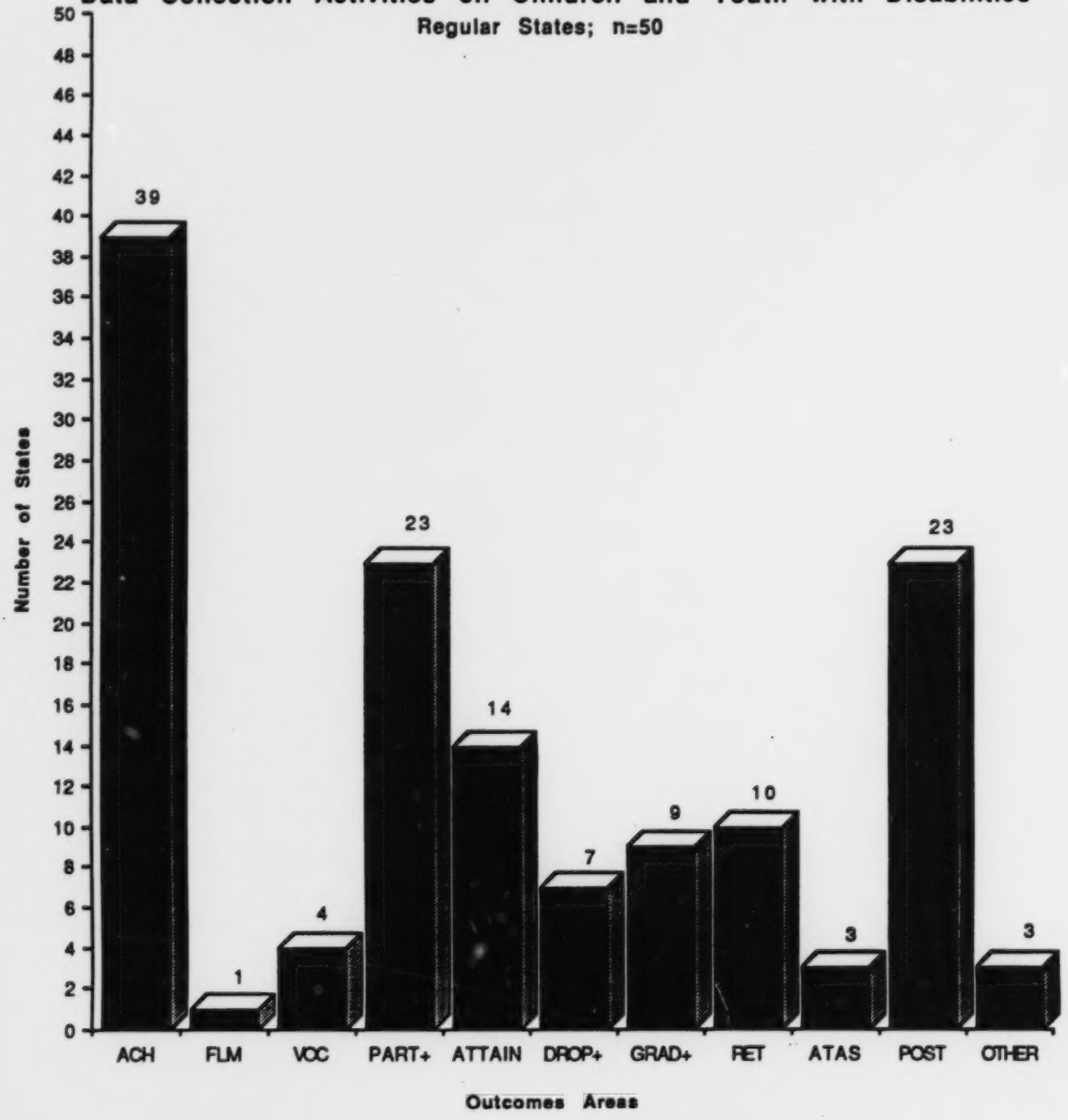
Outcomes Areas in Regular States

Respondents were asked to identify outcomes areas in which their state collected data that provided state level information. This restriction eliminated many rich data collection efforts (e.g., larger local unit studies, data not aggregated to make a state composite), but provided a consistent reference point for categorization and comparisons. Figure 1 and Table 2 are summaries of the outcomes areas for which the regular states (n = 50) reported state-level data collection activities on children and youth with disabilities.

Academic achievement. Most regular states (n = 39; 78%) reported that they have some academic achievement information that is aggregated at the state level. A more detailed breakdown of this area is provided later (and in Appendix G), but it is important to note now that the vast majority of this achievement information is collected on students with more "mild" disabilities (typically those in resource room programs or with sensory impairments) who participate in assessments conducted by the general education units (or assessment units) of the state. Most often, large scale, year-end achievement testing programs are reflected in this total.

Participation. Another frequently reported outcomes area was that of "participation." This broad category included participation in general education programs, extracurricular activities, and social involvement in or out of school. During the course of the survey, it became apparent that states' responses for this category reflected information that was required by OSEP in annual data reports. (Every state must submit placement by age data for children and youth with

Figure 1
Number of States Reporting State Level
Data Collection Activities on Children and Youth with Disabilities
Regular States; n=50



ACH : achievement
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Table 2
Regular States Reporting State Level Data Collection in Eleven Areas

Academic Achievement

AL	DE	IN	MS	NY	SC	VA
AK	FL	LA	MO	NC	SD	WA
AZ	GA	ME	MT	ND	TN	WI
AR	HI	MD	NH	OH	TX	
CA	ID	MA	NJ	PA	UT	
CT	IL	MI	NM	RI	VT	

Functional, Life Maintenance Skills

TX

Vocational Skills

DE	FL	MD	MO

Participation*

CO	IL	MN	NH	OK	TN	VT
CT	KS	MT	NJ	OR	TX	VA
GA	MD	NE	NC	PA		
HI	MA					

Attainment

AZ	CT	LA	MI	NY	OR	TX
CA	HI	MA	NM	ND	PA	VT

Dropout*

ME	MD	MA	NE	NH	PA	UT

Graduation*

FL	ME	NV	NJ	UT	VT	VA
GA	NE					

Retention within Grade

CA	GA	LA	NJ	NC	TX	VT
FL	KY	MA				

Attitudes and Aspirations

AL	HI	MD

Postsecondary Status or Experience

AL	GA	MD	MO	NH	OR	VA
CO	ID	MA	NE	NC	TX	WI
DE	IN	MI	NV	ND	VT	
FL	IA	MN				

Other Outcomes Areas

CO	OH	TX

disabilities according to federally-defined percentages and corresponding placement types.) For reporting purposes here then, this outcomes area was defined as "participation data above and beyond those required by OSEP." The 23 states represented in Figure 1 and Table 2 collect state-level information on at least one additional participation data type. Most often, the data type is a more careful accounting than required by OSEP of percentages of time spent in special or regular education placements.

Postsecondary status. Twenty-three of the regular states have some state level data on the postsecondary status or experiences of their children and youth with disabilities. In 10 states the special education unit conducts some sort of follow-up program and is the primary assessor of the students' status. Also, in 10 states, postsecondary status information is gathered through combined efforts of special education, vocational education, regular education, and frequently, University programs. These combination efforts often are collaborations between state agencies or between state agencies and universities that have received state or federal grant money. Vocational education units that collect postsecondary status data typically do so for all students, and thus include those students with disabilities who exited vocational education programs. (See Appendix H for description.)

Attainment and retention. The outcomes areas of attainment, retention within grade, graduation rates, and dropout rates are data types related to those required by OSEP. Attainment was defined as the highest grade in a program completed by a student, and many states indicated that their Federal Child Count (December 1) reports had that information available. For reporting purposes here, however, only those states indicating that grade or program completion information was aggregated at the state level are counted. States indicating that completion data could be inferred or deduced from enrollment data were not counted as having this data type. With these restrictions, 14 states were coded as having information on school attainment.

A similar decision was made for reporting the number of states already collecting retention within grade information. Only those states indicating that retention was a specific (and not inferred) data type were counted. The number of states having this type of retention information totaled 10.

Dropout and graduation. OSEP requires states to report the exiting status of students with disabilities aged 14 and older. Included in this report are dropout, graduation with diploma, and graduation with a certificate. States counted in the NCEO survey (n = 9 for graduation, n = 7 for dropout) represent those that clearly indicated state-level data collection beyond that required by OSEP. This decision rule is the same as the one made for participation. These categories, however, are more problematic because of the already existing issues related to the proper calculation for rates and/or percentages of dropout and graduation.

Vocational skills. Four states (DE, FL, MD, MO) reported state-level data collection of the vocational skills of students while they were still enrolled in school. This distinction was made in an effort to separate efforts in the assessment of skills directly related to employment from those efforts focusing on employment or vocational information more typical of postsecondary status data types.

Attitudes and aspirations. Three states (AL, HI, MD) indicated they assessed the attitudes and aspirations of students with disabilities. The distinction between concurrent and retrospective assessments was made in this area also; post-school/follow-up surveys about students' satisfaction with schooling were not counted here, but were included in the postsecondary status area.

Functional, life-maintenance skills. Only one state (TX) reported state-level assessment of the functional, life-maintenance skills of students with disabilities concurrent with the students' enrollment in school. Some states had related information on these skills that was obtained through post-school follow-up efforts; these are not included in this category.

Outcomes Areas in Unique States

Assessments of educational outcomes for students with disabilities also occurred in the unique states surveyed by NCEO. Figure 2 is a summary of the outcomes assessments reported by these states.

Academic achievement. Like the regular states, most assessments in the unique states address academic outcomes. Eight of nine states (labeled in Figure 2) reported efforts in this area. Unique states also use year-end testing, and students with milder disabilities often take part, just as in regular states. Several unique states described their efforts as large, local-unit testing; however, academic achievement information is not always readily accessible for students with disabilities.

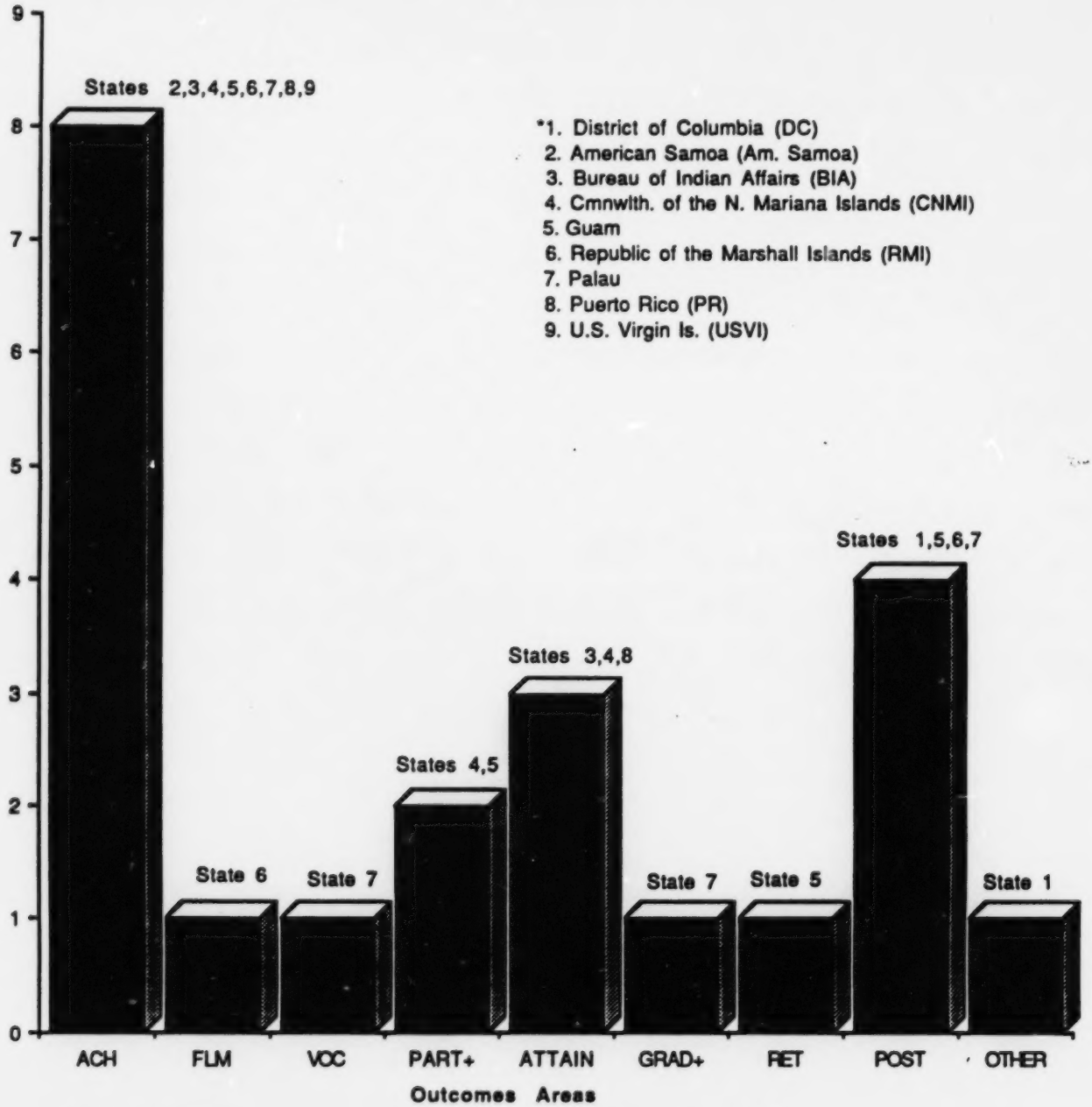
Participation. Two unique states (Guam, CNMI) reported student participation information that is beyond what is required by OSEP. Guam collects information on the services and activities provided by general education, and CNMI collects data on the number of class periods per week spent in general education classes. All states collect required information.

Postsecondary status. Four unique states (DC, Guam, RMI, Palau) reported efforts to collect information on the postsecondary status of students with disabilities. Activities were combined efforts of Regular and Special Education in Guam, RMI, and Palau, and a one time follow-up study in the District of Columbia. Additional information is located in Appendix G.

Attainment and retention. The outcomes categories of attainment and retention within grade are related to required OSEP data. Three unique states (BIA, CNMI, PR) reported information on the highest grade completed by students with disabilities. It is difficult, however, to clearly separate this type of information from the required exiting information provided to OSEP. Only one unique state (Guam)

Figure 2

Unique States* Reporting Data Collection in Listed Outcomes Areas



*1. District of Columbia (DC)
2. American Samoa (Am. Samoa)
3. Bureau of Indian Affairs (BIA)
4. Cmnwlth. of the N. Mariana Islands (CNMI)
5. Guam
6. Republic of the Marshall Islands (RMI)
7. Palau
8. Puerto Rico (PR)
9. U.S. Virgin Is. (USVI)

ACH : achievement
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

reported state-level data on retention within grade rates for its students with disabilities.

Graduation. The Bureau of Indian Affairs and Palau reported graduation information above and beyond OSEP requirements. These states collect information on graduates by diploma type, and examine changes and trends in completor data. (It should be noted here, that none of the unique states reported dropout information above and beyond OSEP requirements.) As in the regular states, the distinction of "above and beyond" is a problem of definition. Unique states struggle with the same issues in collecting exit data. The accounting presented here reflects as accurately as possible what states are currently doing, but must be interpreted with caution.

Other outcomes categories. Figure 2 identifies the individual unique states assessing the remaining outcomes areas:

Functional, life maintenance skills -- RMI
Vocational skills -- Palau
Other (students/stakeholder satisfaction) -- DC

None of the unique states reported information on the attitudes and aspirations of students with disabilities.

Outcomes Assessors

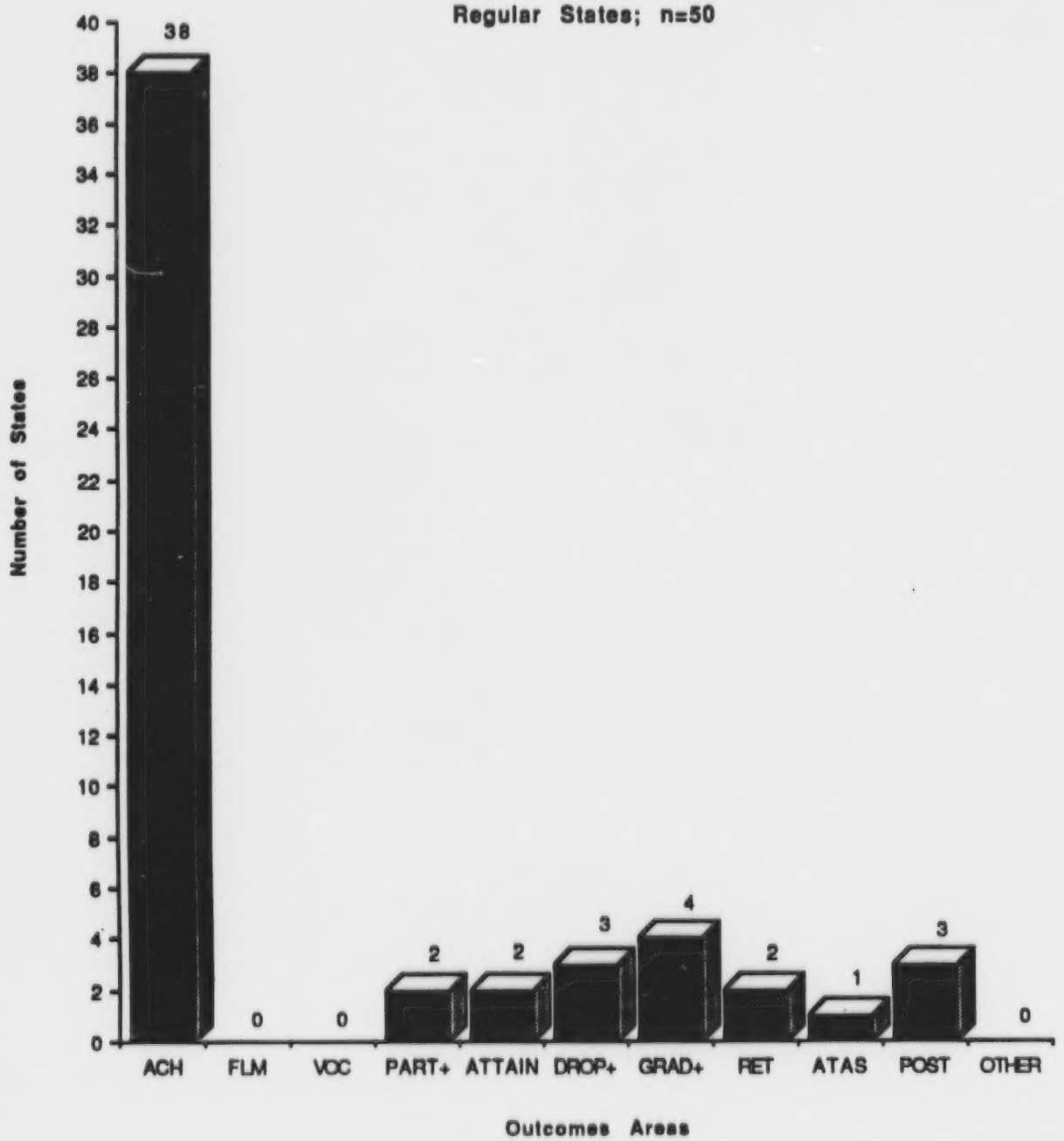
Outcomes Assessors in Regular States

An important question in this survey sought information about who within the state agencies administered student outcome assessments. Respondents were asked to identify the unit(s) or departments(s) within the state agency that was primarily responsible for each outcomes area for which they reported state-level information.

General education. Figure 3 and Table 3 summarize the responses indicating responsibility by general education. As expected, these data reflect the strong tendency for general education units to be heavily involved in academic

Figure 3
Number of States Reporting Data Collection Activities by General Education

Regular States; n=50



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RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Table 3
Regular States Reporting State Level Data Collection by General Education in Eleven Areas

Academic Achievement

AL	DE	IN	MS	NY	SC	VA
AK	FL	LA	MO	NC	SD	WA
AZ	GA	ME	MT	ND	TN	WI
AR	HI	MD	NH	OH	TX	
CA	ID	MA	NJ	PA	UT	
CT	IL	MI	NM	RI		

Functional, Life Maintenance Skills

NONE

Vocational Skills

NONE

Participation*

NE TN

Attainment

NY TX

Dropout*

ME MA NE

Graduation*

ME NE NJ VA

Retention within Grade

MA NC

Attitudes and Aspirations

AL

Postsecondary Status or Experience

IN NE VA

Other Outcomes Areas

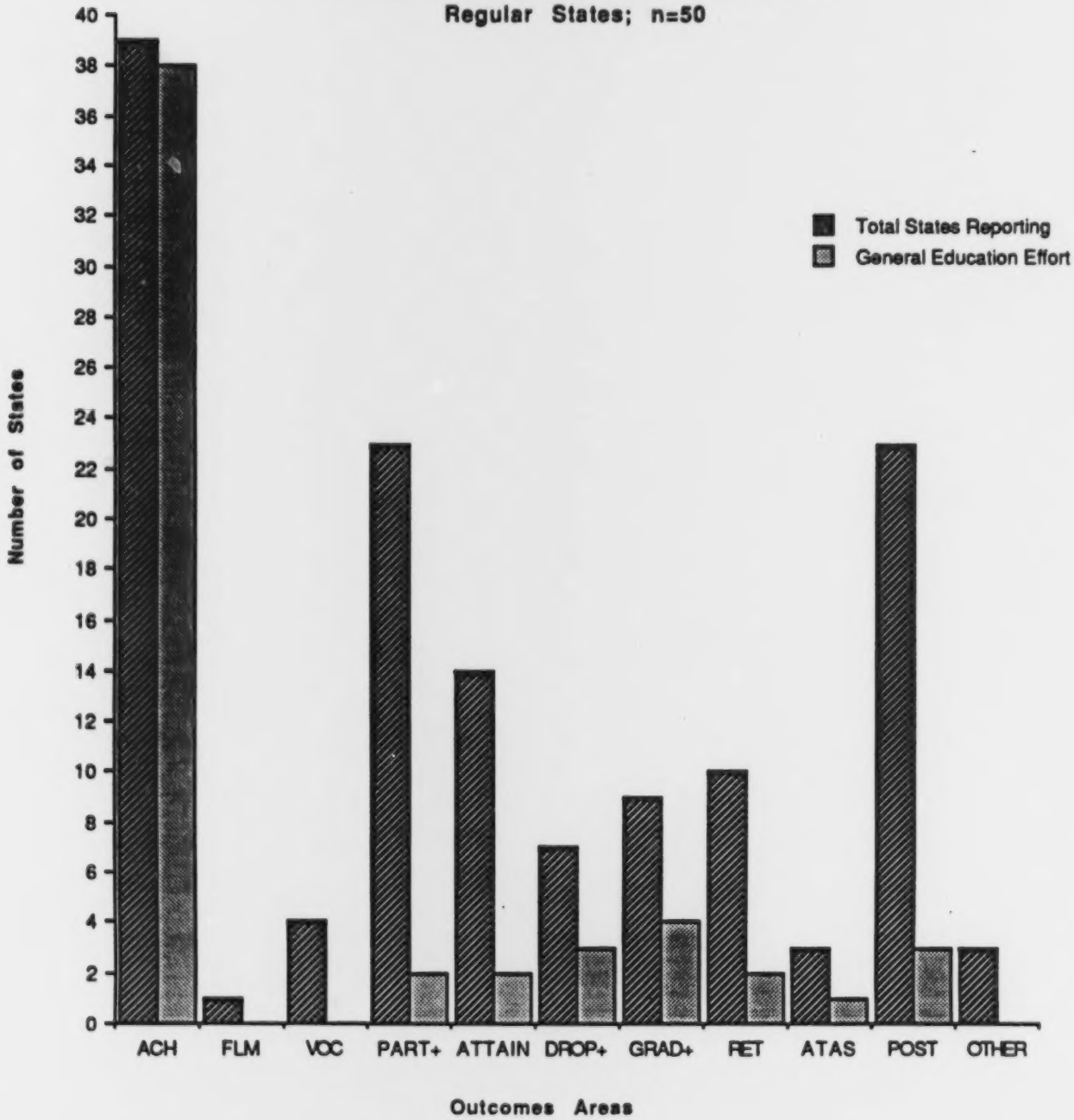
NONE

achievement assessment efforts. In fact, 38 of 39 reported state-level academic achievement efforts are administered by general education. In sharp contrast, however, other outcomes areas are seldom the responsibility of general education. Figure 4 shows the number of states reporting each of the outcomes areas (darker bars) along with those activities for which the general education unit is the primary assessor (lighter bars). Clearly, if one wants state-level data on the academic achievement of students with disabilities, that information is most likely generated from the general education unit, and is most likely comprised of data from large scale assessments in which students with milder disabilities may have participated. (See Chapter 4 for information on the availability of these data for students with disabilities.)

Special education. Figure 5 and Table 4 summarize responses indicating assessment responsibility in special education. Only three states (DE, NH, TX) have state level academic information on students with disabilities from efforts directed primarily by the special education unit of their state agencies. The special education unit also was considered the responsible unit when it contracted with an outside agency to conduct studies or data collection and the respondent indicated that the special education unit was determining what data to report on a state-level basis. Special education units are more heavily invested in addressing the outcomes areas of participation (19 states), attainment (12 states), and postsecondary status (10 states). In the first two areas, states may have more detailed information than OSEP collects because they are using individual student tracking/reporting systems (e.g., NH, PA) that allow them to manage state-level information on these and related data types (e.g., dropout, graduation). Postsecondary status information, by comparison, is likely to be available at the state level when states have had federal funding for evaluation or outcomes studies (e.g., CO, MA, MI, NV, OR, TX), and/or when states focus on follow-up follow-along efforts (e.g., IA). Figure 6 shows the number of states

Figure 4
Number of States Reporting Data Collection Activities by General Education

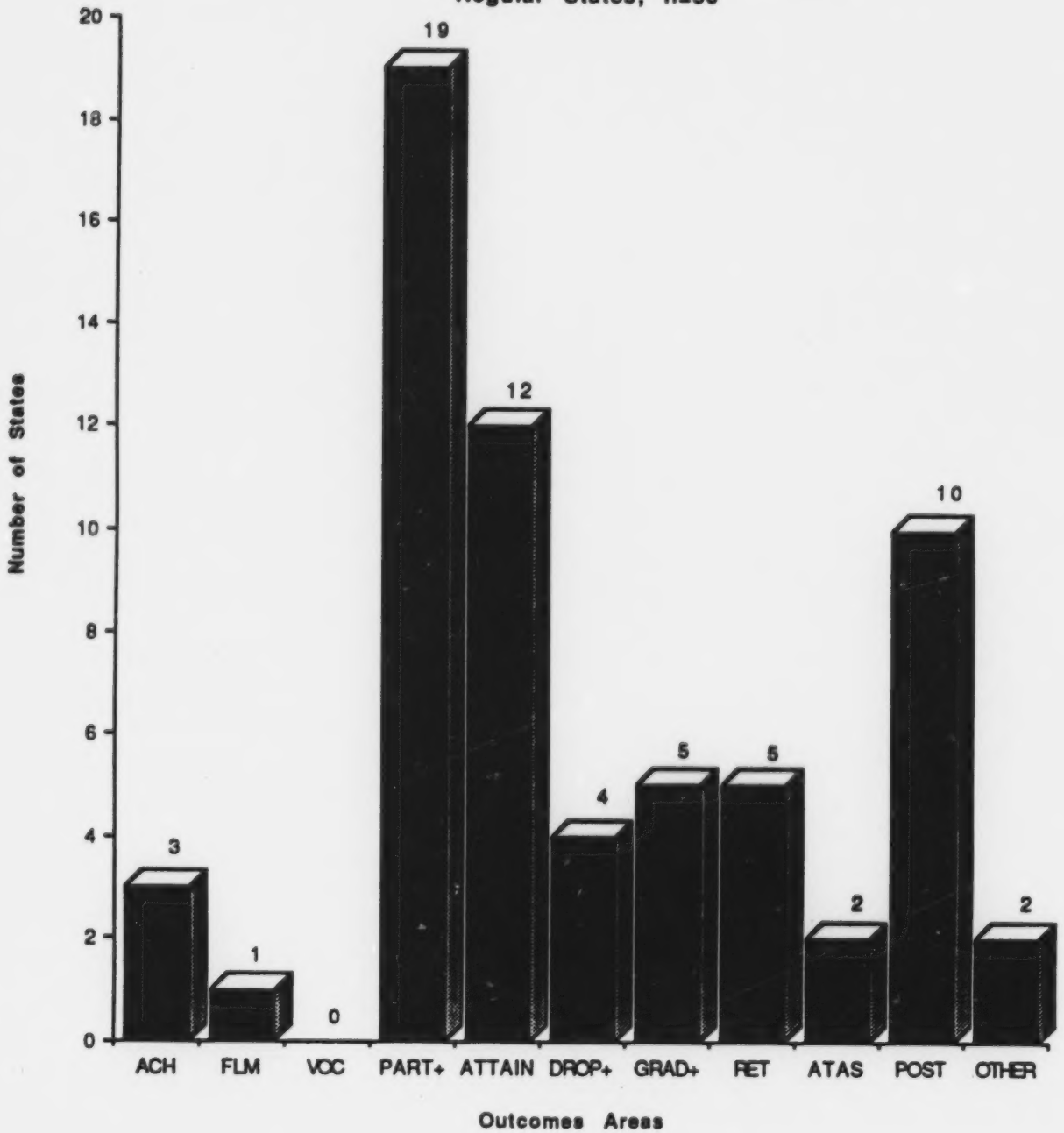
Regular States; n=50



ACH : achievement
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Figure 5
Number of States Reporting Data Collection Activities by Special Education

Regular States; n=50



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FLM : functional, life maintenance
VOC : vocational skills (in school)
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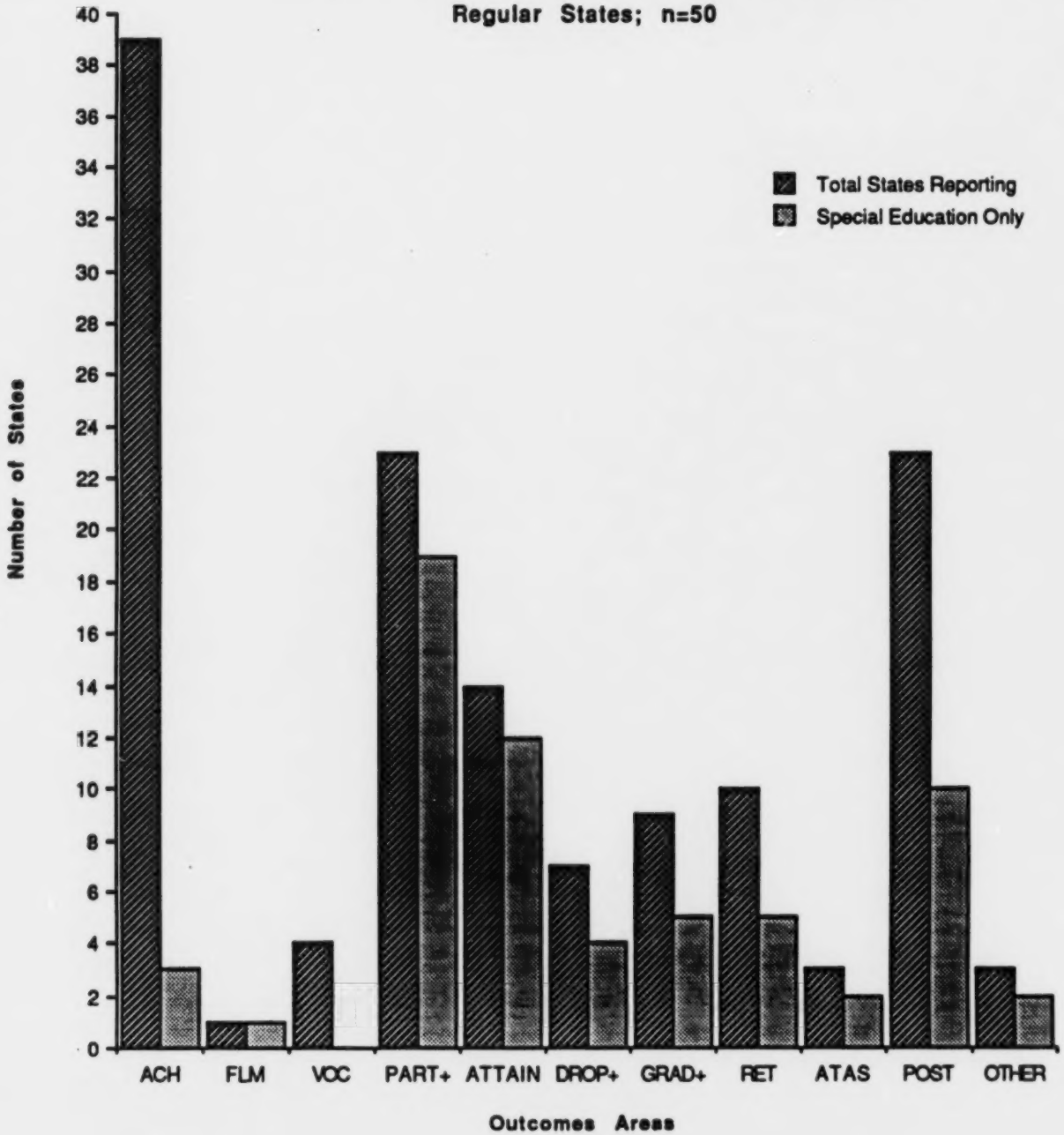
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Table 4
Regular States Reporting State Level Data Collection by Special Education in Eleven Areas

Academic Achievement						
DE	NH	TX				
Functional, Life Maintenance Skills						
TX						
Vocational Skills						
NONE						
Participation*						
CO	IL	MA	NH	OR	VT	WY
CT	KS	MN	NJ	PA	VA	
HI	MD	MT	OK	TX	WI	
Attainment						
AZ	HI	MA	NM	OR	TX	VT
CT	LA	MI	ND	PA		
Dropout*						
MD	NH	PA	UT			
Graduation*						
GA	NV	NJ	UT	VT		
Retention within Grade						
KY	LA	NJ	TX	VT		
Attitudes and Aspirations						
HI	MD					
Postsecondary Status or Experience						
CO	ID	MA	NV	ND	OR	TX
FL	IA	MI				
Other Outcomes Areas						
CO	OH					

Figure 6
Number of States Reporting Data Collection Activities by Special Education Education

Regular States; n=50



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VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

reporting each of the outcomes areas (darker bars) along with those activities for which the special education unit is the primary assessor (lighter bars). This figure illustrates special education's recent historical emphasis on accessibility issues (where students are served and how many are enrolled) over the more traditional issues of the broader educational community related to the effects of schooling.

Combined education unit efforts. In some instances, respondents indicated that assessment efforts were jointly administered by the special education unit and another unit within the state agency (e.g., general, assessment, vocational) or an outside agency (e.g., university). Activities were considered combined efforts when the respondent indicated that decisions regarding the assessments were made jointly. Contract-type activities were not included. Figure 7 and Table 5 show the combined effort responses. The majority of combined efforts are collaborations of the vocational education unit with the special education unit, and thus focus on information gathering about students' vocational skills or their status after having been enrolled in vocational education programs. The postsecondary status of students with disabilities is most likely to be assessed if the students have been in a vocational program of some kind. Figure 8 shows that the four states reporting information on the vocational skills of students with disabilities obtain that information through combined unit efforts. Most other outcomes areas are not addressed though combined unit efforts.

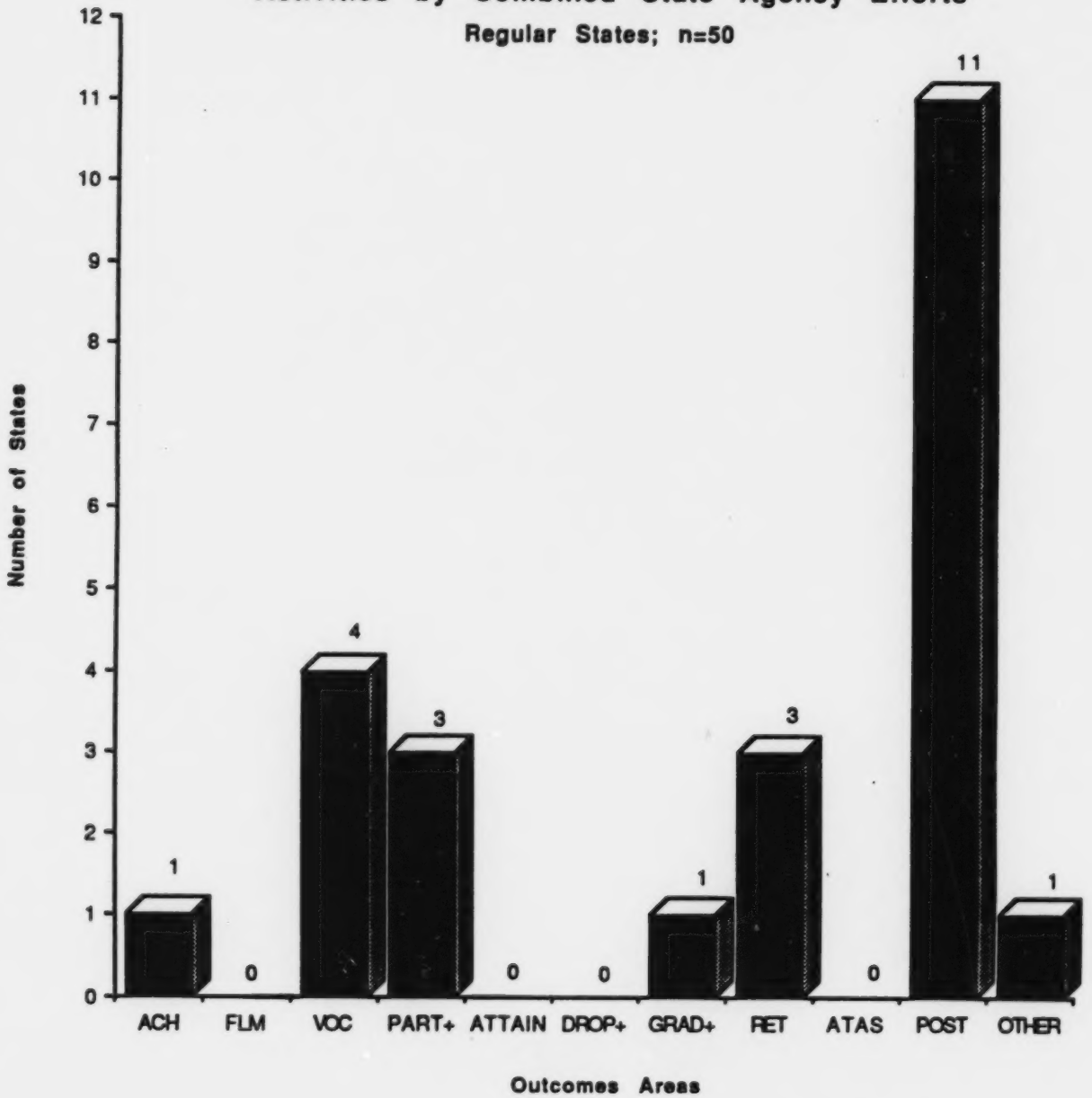
Outcomes Assessors in Unique States

General education. For the nine unique states, the emphasis of general education assessment is focused on the academic achievement of students. In seven of the eight unique states reporting activities in this area, the general education unit is responsible for data collection (see Figure 9). General education assessments are similar to those in the regular states, most often consisting of year-end, norm-referenced testing.

Figure 7

Number of States Reporting Data Collection Activities by Combined State Agency Efforts*

Regular States; n=50



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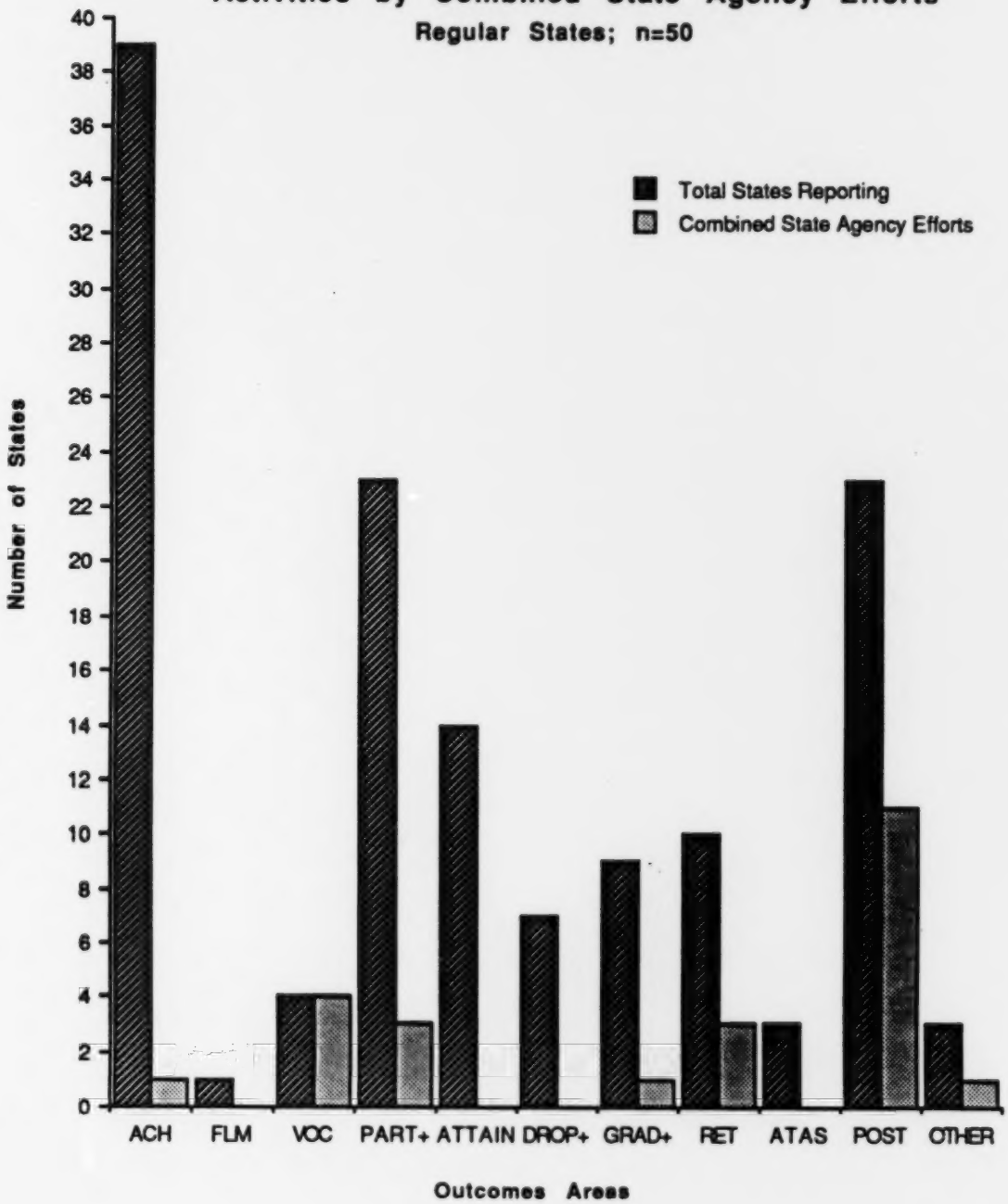
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

* **Combined Efforts: Combinations of General, Special, and Vocational Education Units or State Agencies and Universities**

Table 5
Regular States Reporting State Level Data Collection by Combined State Agency Efforts in Eleven Areas

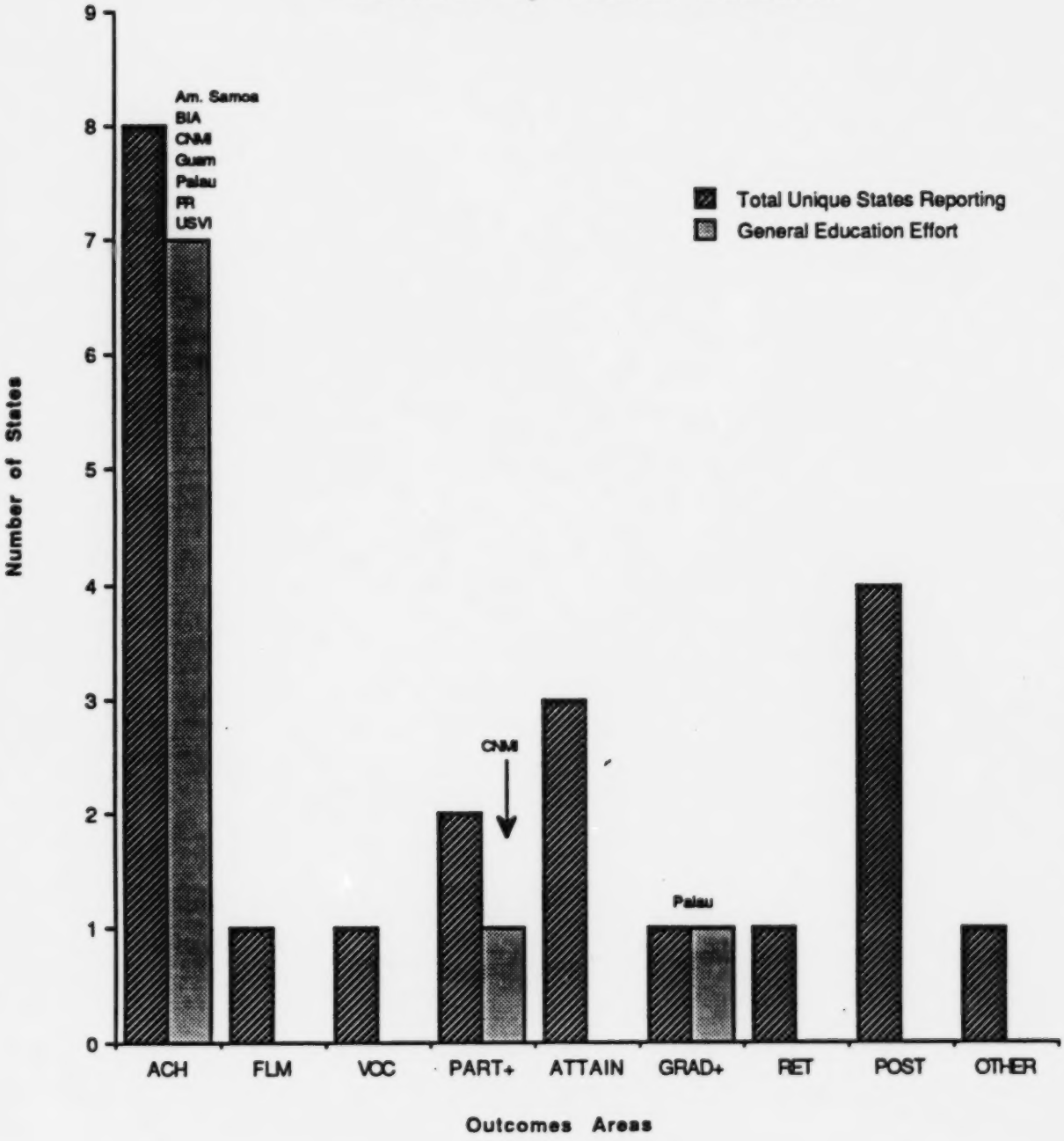
Academic Achievement						
VT						
Functional, Life Maintenance Skills						
NONE						
Vocational Skills						
DE	FL	MD	MO			
Participation*						
GA	NJ	NC				
Attainment						
NONE						
Dropout*						
NONE						
Graduation*						
FL						
Retention within Grade						
CA	FL	GA				
Attitudes and Aspirations						
NONE						
Postsecondary Status or Experience						
AL DE	FL GA	MD MN	MO NH	NC	VT	WI
Other Outcomes Areas						
TX						

Figure 8
Number of States Reporting Data Collection Activities by Combined State Agency Efforts
Regular States; n=50



ACH : achievement
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Figure 9
Number of Unique States Reporting Data Collection Activities by General Education



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FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Special education. Special education units of the unique states also conduct assessments for most areas for which they have data. Figure 10 depicts the more uniform involvement across areas. This picture is not surprising, given the organizational structures found in the unique states. These special education units have the capacity to keep close checks on many aspects of their students' educational experiences, a task that is not to be devalued because of "small numbers." All four unique states reporting postsecondary status information, for example, collect their data through special education efforts.

Combined unit efforts. Only two unique states reported joint efforts in gathering outcomes information (Figure 11). The BIA collects attainment information on its students with disabilities in a combination effort of special education and general education. Palau uses combined efforts in the formation of a Transition Team unit to collect in-school vocational information on its students with disabilities.

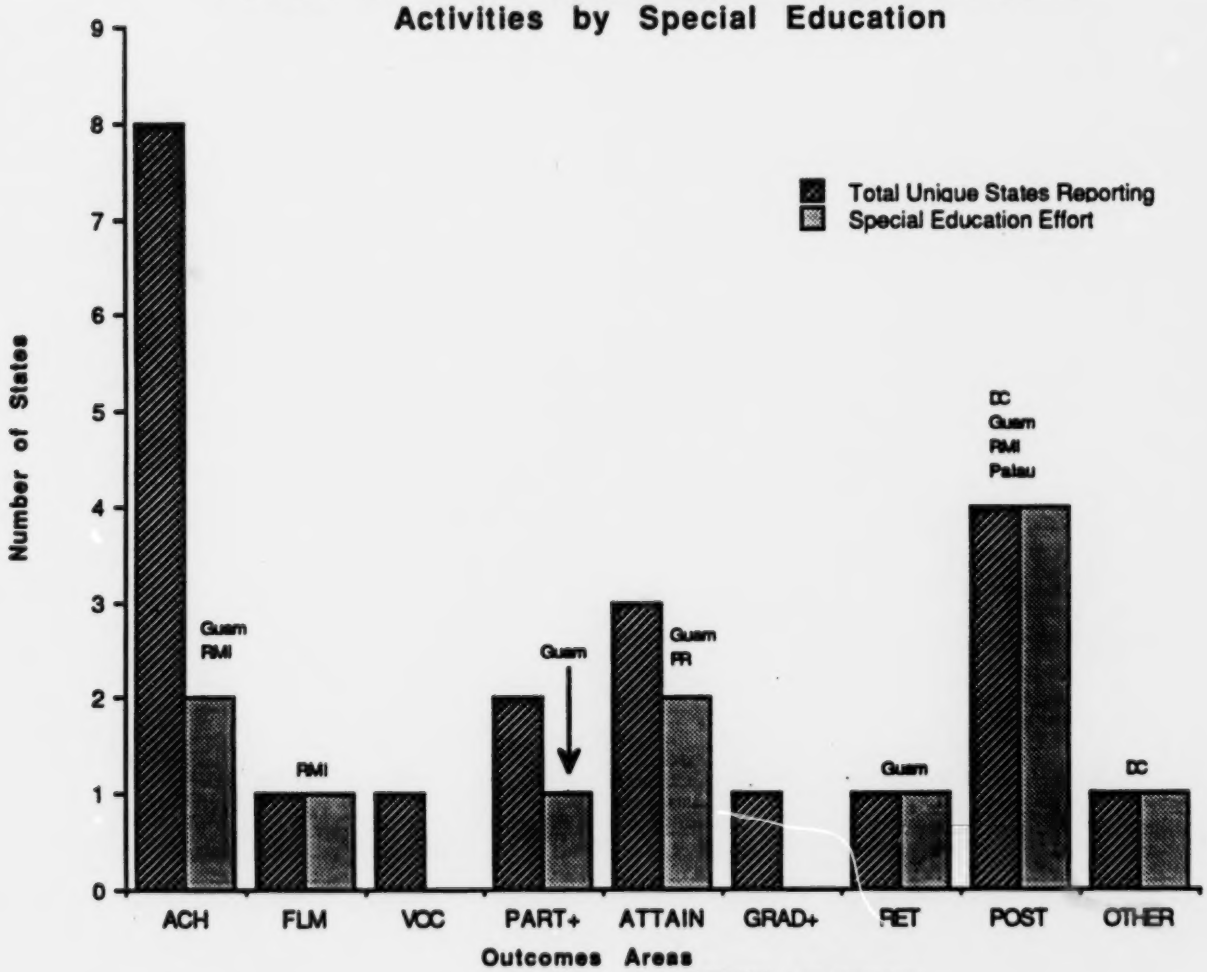
Instruments Used in Achievement Assessments

General descriptions of academic achievement assessment programs are provided in Appendix G for the 39 regular states and 8 unique states reporting state-level achievement information. These descriptions show that states often use multiple instruments for academic achievement assessments and that they assess a variety of content areas. We examined instruments used in reading and mathematics assessments since these were the content areas most consistently assessed by the largest number of states.

Reading and Math Instruments Used in Regular States

Information on instruments used in 36 regular states for assessing reading and mathematics is provided in Figure 12. Most states reported the same instrument for both subject areas; a listing of instruments by states is provided in Table 6.

Figure 10
Number of Unique States Reporting Data Collection Activities by Special Education



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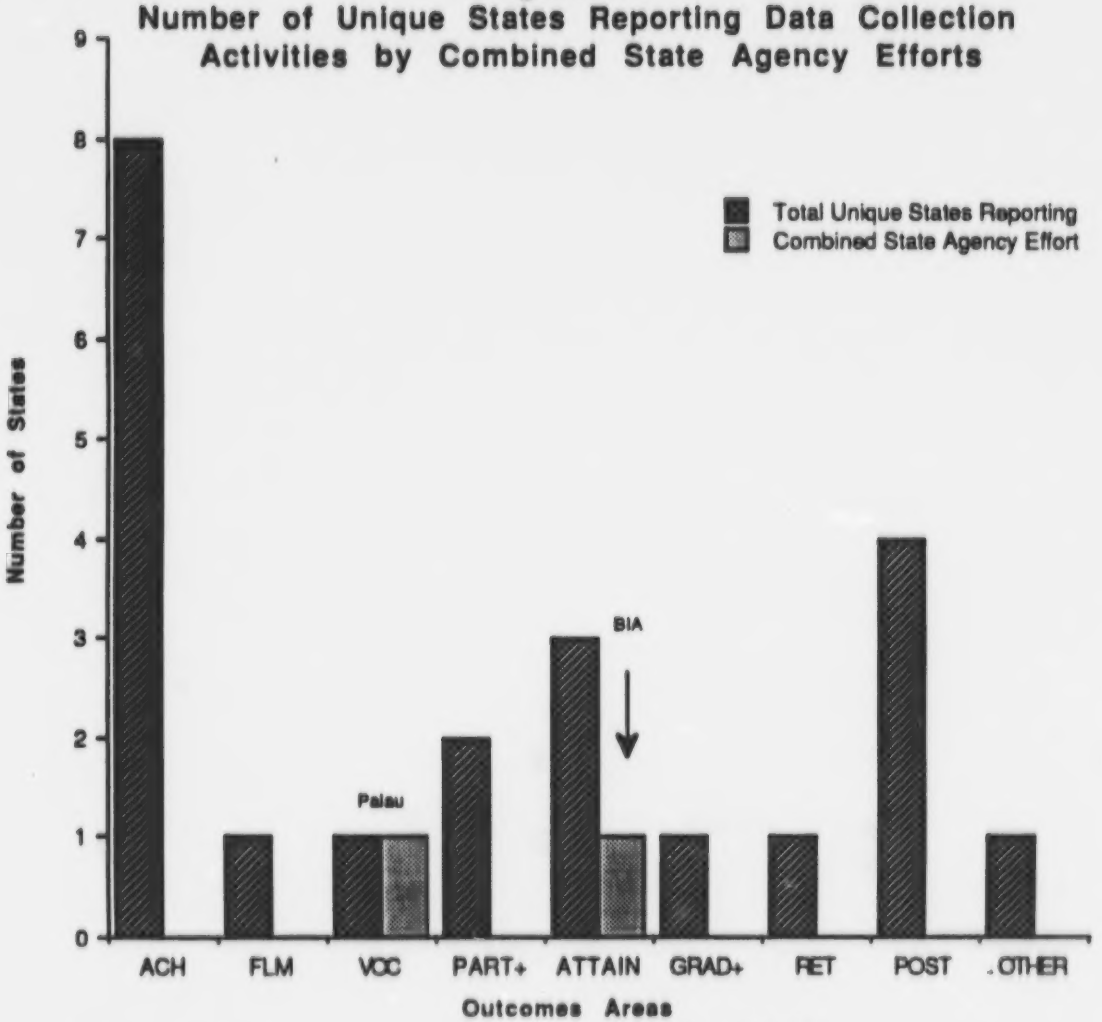
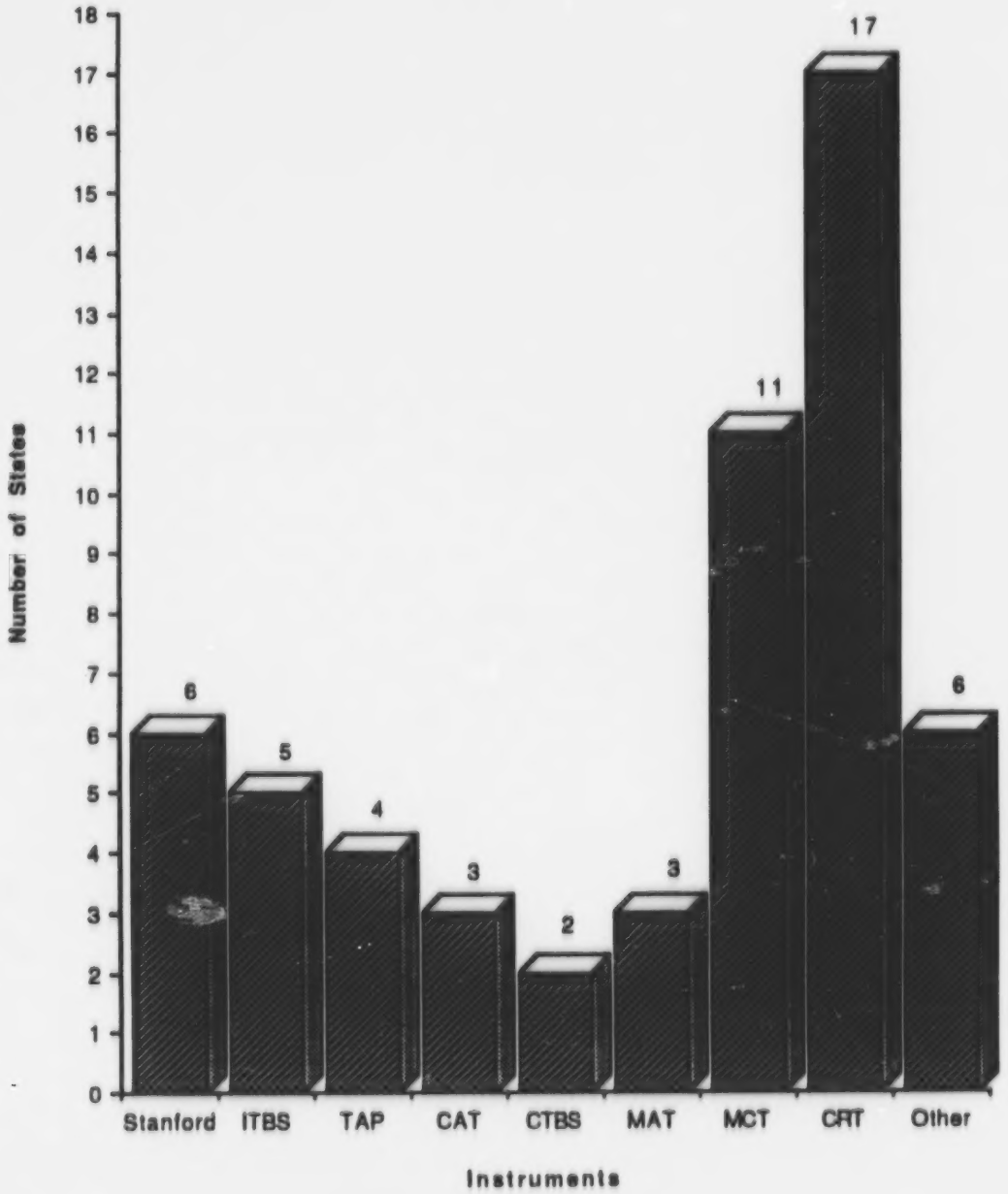
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Figure 11
Number of Unique States Reporting Data Collection Activities by Combined State Agency Efforts



ACH : achievement
FLM : functional, life maintenance
VOC : vocational skills (in school)
PART+ : participation data beyond requirements
ATTAIN : attainment
DROP+ : dropout data beyond requirements
GRAD+ : graduation data beyond requirements
RET : retention
ATAS : attitudes/aspirations
POST : post secondary status
OTHER

Figure 12
Number of States Reporting Specific Instruments for Assessment of Reading and Mathematics
Regular States; n=50



Stanford Achievement Test (Stanford)
Iowa Test of Basic Skills (ITBS)
Tests of Achievement and Proficiency (TAP)
California Achievement Test (CAT)
Comprehensive Test of Basic Skills (CTBS)
Metropolitan Achievement Test (MAT)
Minimum Competency Test-State Developed (MAT)
Criterion-Referenced Test-State Developed (CRT)
Other

Note: WI reported a CRT for reading, but not math. IN reported a CRT for math, but not reading.

Table 6
Regular States Reports of Specific Instruments Used for Assessments of Reading and Mathematics

Stanford Achievement Test				
AL	MS	SC	SD	UT
HI				
Iowa Test of Basic Skills				
AK	AZ	GA	ID	VA
Tests of Achievement and Proficiency				
AZ	GA	ID	VA	
California Achievement Test				
LA	NH	NC		
Comprehensive Test of Basic Skills				
DE	ND			
Metropolitan Achievement Test				
AR	RI	WA		
State-Developed Minimum Competency Test				
AL	HI	MD	NM	OH
AR	LA	NJ	NY	TN
GA				
State Developed Criterion Referenced Test				
AL	ME	NM	SC	VT
CT	MA	NY	TN	VA
FL	MI	PA	TX	WI
GA	MO			

Criterion-referenced tests (CRTs) were listed most frequently. Seventeen respondents classified their states' assessments of reading and mathematics as a form of CRT. Most often, state assessment units developed these tests to meet the assessment goals of their states. The content and format of the tests are, optimally, aligned to essential skills delineated for students to be included in the assessment program.

Other states (n=11) indicated that assessments of reading and mathematics were considered minimum-competency tests (MCTs) that could be tied to decisions about individual students. This number of states is about half that reported by Walther-Thomas (1990) and Vitello (1988), probably because the focus of this survey was on assessments that yielded state level data, rather than on local data.

Certainly, some state assessments could be classified as both an MCT and a CRT, depending on the use intended for the data obtained. The main point here is that over half of the states providing information use tests developed within their state agencies or with consultation, and are attempting to customize their efforts to their states. While the type of assessment is called by the same or a similar name, the content, coverage, and format are much more variable.

Twenty states reported the use of a specific commercially prepared norm-referenced tests. However, no one test was used by more than six states. The Stanford Achievement Test, the Iowa Test of Basic Skills and its secondary level version (Tests of Achievement and Proficiency) were mentioned most often. Six states (AL, GA, HI, LA, SC, and TX) indicated they currently use at least one norm-referenced test and either a minimum competency or criterion-referenced instrument to obtain state level assessment information.

The category of "other" in Figure 12 represents the following states' reports of assessments:

CA -- California Assessment Program: matrix sampling format for group evaluation

IL -- Illinois Goal Assessment Program (IGAP): state-developed norm-referenced test
MA -- Basic Skills Multiple Choice and Open-Ended Questions Test,
MT -- State approved norm-referenced tests
OH -- State approved norm-referenced tests
VT -- Portfolio Assessments

Some of the assessments listed in the "other" category are similar to ones included in the MCT or CRT lists, but respondents from these states did not classify their assessments in the existing categories.

Reading and Math Instruments Used in Unique States

Eight unique states provided assessment activity information for reading and mathematics. All but two of the unique states (Palau, Puerto Rico) used published assessment instruments.

American Samoa -- Stanford Achievement Test
Bureau of Indian Affairs -- Comprehensive Test of Basic Skills, California Achievement Test, or the norm-referenced assessment used in students' home states.
Commonwealth of the Northern Mariana Islands -- California Achievement Test.
Guam -- Brigance and state criterion-referenced tests.
Palau -- state minimum competency test.
Puerto Rico -- state criterion-referenced test.
Republic of the Marshall Islands -- Wide Range Achievement Test, and profile checklist of reading/math skills.
U.S. Virgin Islands -- Metropolitan Achievement Test.

In general, respondents indicated that they may change their strategies, and seemed to favor moving toward the use of instruments developed specifically for their populations.

Purpose or Use of Data

States were asked to identify purpose(s) and/or use(s) for outcomes information that they collect at the present time. Uses for Achievement and Postsecondary Status data are presented here, as are purposes for two clusters of information: Participation--Participation rates, OSEP required placement data and Exit/Attainment--school attainment levels, dropout rates, graduation rates, retention

within grade rates, OSEP required data for exiting services. These data types include all reported categories of purposes.

Purposes or Uses in Regular States

Achievement. Responses regarding the purpose of collecting achievement data are presented in Figure 13 and Table 7. Most often, states reported that achievement data were shared with the LEA's in their states (n=23), and that achievement data were used for evaluation of programs (n=21). Eleven states indicated that they make direct reports to their state legislatures regarding achievement information. States indicating that achievement data were used for decisions about individual students (n=18) most often used minimum competency or criterion referenced instruments. A small number of respondents (n=2) specifically indicated that achievement data are reported to parents. However, this result may be a function of the survey restriction that data be at the state level. Since 15 states with achievement information are not able to identify those students in special education (see Chapter 4), the purposes or uses identified here cannot be assumed to relate directly to information on students with disabilities.

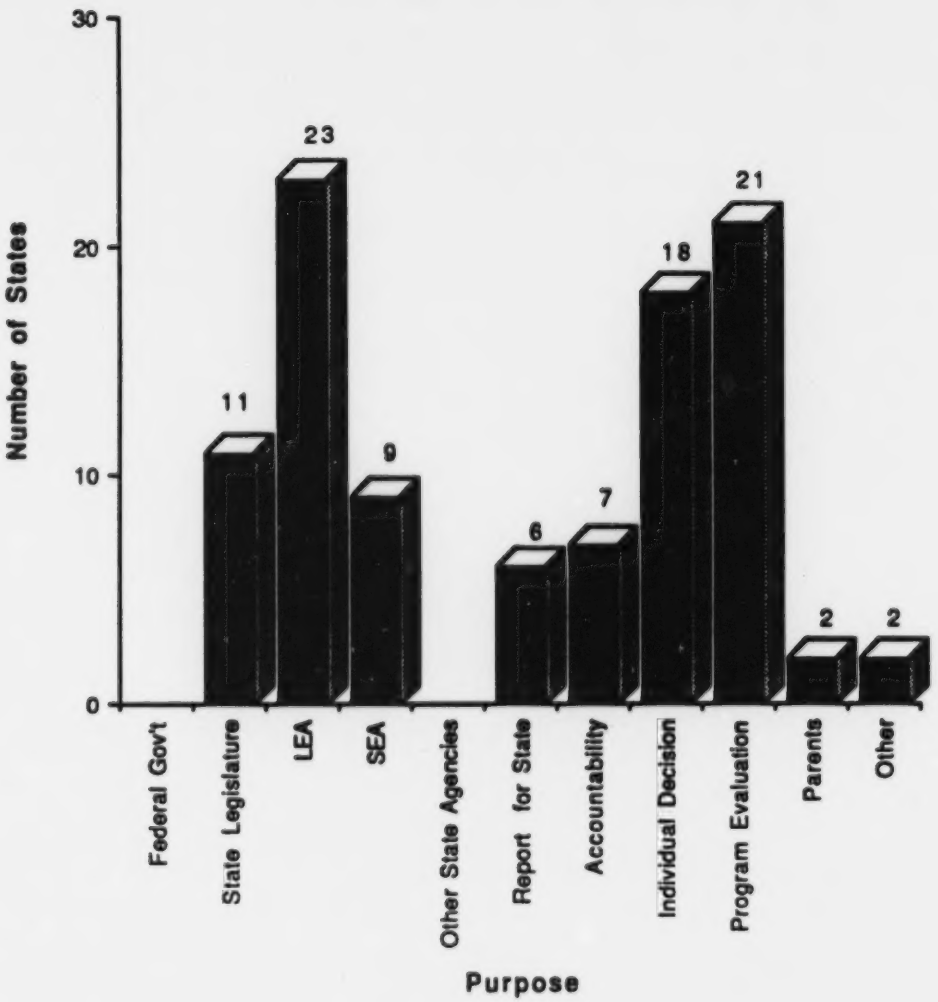
Postsecondary status. Information on the postsecondary status of students with disabilities was collected by 23 states. Figure 14 and Table 8 are summaries of the purposes and uses for this information. The most commonly identified use was overall program evaluation (n=15). Respondents commented that transition/follow-up studies gave useful data on categorical or programmatic differences. This information, however, was often obtained from sources other than special education unit efforts (e.g. vocational education unit, university research).

In contrast to the 23 respondents indicating feedback to LEAs on academic information, only 7 respondents said their data on postsecondary status were reported back to the local districts. Other purposes and uses shown in the figure were not mentioned by more than three respondents, although several states

Figure 13

Number of States Reporting Purpose for Collection or Use of Data: Achievement

Regular States; n=50



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)

Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

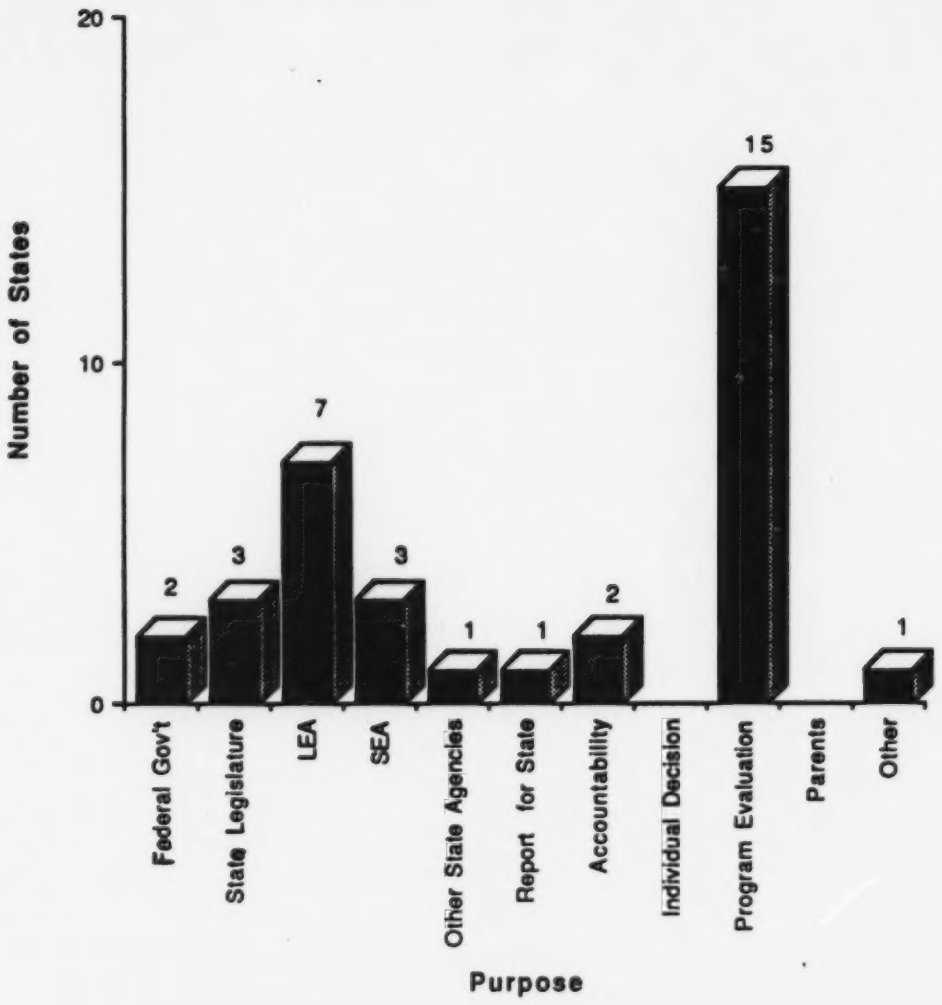
Table 7
Regular States Reporting Purpose for Collection or Use of Data: Achievement

Report to State Legislature				
GA	IL	MO	OH	WA
HI	MA	ND	SC	WI
ID				
Report to LEAs				
AZ	HI	MI	OH	VT
CA	ID	MS	PA	WA
DE	IN	MO	RI	WI
FL	MD	NJ	SC	
GA	MA	NC	SD	
Internal SEA Reports				
CA	ID	MT	NM	NY
DE	MI	ND	OH	
Report Prepared for State (Non-Specified)				
AK	AR	DE	NH	NY
AZ				
Accountability Report (Non-Specified)				
CA	IL	NC	PA	VA
CT	NM			
Individual Decision for Students				
AL	HI	MD	NY	TN
AR	IN	MS	OH	TX
CA	LA	NJ	SC	WI
CT	ME	NM		
Program Improvement/Evaluation				
AL	IL	MS	SC	UT
AK	IN	MO	SD	VT
AR	LA	NH	TN	VA
CT	ME	PA	TX	WA
DE				
Report to Parents				
ME	MI			
Other				
GA	NH			

Figure 14

Number of States Reporting Purpose for Collection or Use of Data: Postsecondary Status

Regular States; n=50



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)
Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Table 8
Regular States Reporting Purpose for Collection or Use of Data: Postsecondary Status

Report to Federal Government				
AL	MN			
Report to State Legislature				
ID	MD	TX		
Report to LEAs				
FL	MD	NH	NC	WI
ID	MI			
Internal SEA Reports				
MI	MO	NC		
Report to Other State Agencies (Outside Education)				
DE				
Report Prepared for State (Non-Specified)				
MA				
Accountability Report (Non-Specified)				
IN	MN			
Program Improvement/Evaluation				
CO	IN	MO	ND	VT
DE	IA	NE	OR	VA
GA	MI	NV	TX	WI
Other				
CO				

indicated that their legislatures were becoming increasingly more interested in postsecondary status data.

Participation and exit clusters. Response categories for the Participation and related data cluster are presented in Figure 15 and Table 9. All states collect the OSEP required data, and report it to the federal government. In addition, these data often are used for reports to the state legislature (n=14), program evaluation purposes (n=14), and sent to the LEAs in the state (n=12).

The information for the Exit/Attainment data cluster is summarized in Figure 16 and Table 10. Again, data related to the required OSEP information were used by states for program evaluation (n=17), reports to the state legislature (n=14), and sent back to the LEAs. Two states reported using attainment information gathered from summative reports for individual student decisions.

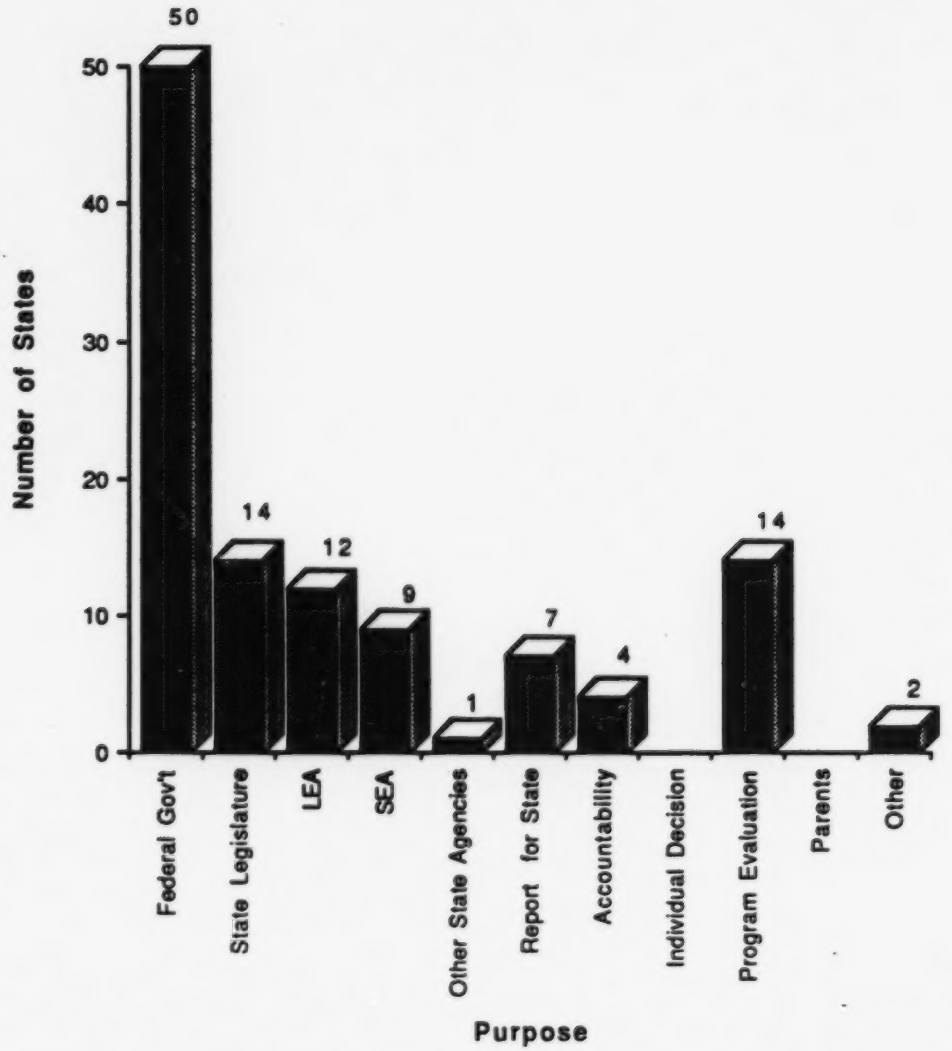
Purposes or Uses in Unique States

Responses from unique states were summarized according to the same guidelines because frequently mentioned purposes are quite similar to those listed by regular state respondents. Figure 17 shows the unique states' reports of achievement data for purposes of program evaluation (n=6), individual student decisions (n=3), and reports to the local schools (n=3). Postsecondary status information is collected by four states. However only DC, Palau, and RMI reported specific data uses (see Figure 18). The purposes and uses for the data clusters of Participation and Exit/Attainment are presented in Figure 19 and Figure 20. All unique states except RMI report these data to OSEP, and five respondents stated that program evaluation was a specific use for this type of information.

Computer-Based Data Sets

Regular states. Each respondent was asked if his/her state currently maintained a computer-based data set on children and youth with disabilities. Respondents reporting a current state computer data set were asked if information

Figure 15
Number of States Reporting Purpose for Collection or Use of Data: Participation
Regular States; n=50



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)
Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Table 9
Regular States Reporting Purpose for Collection or Use of Data: Participation

Report to Federal Government

50 States

Report to State Legistature

AZ	DE	MD	NH	WI
CA	GA	MA	NC	WY
CO	IL	MN	OH	

Report to LEAs

CO	HI	MI	MO	NJ
CT	ID	MN	NH	WI
GA	IL			

Internal SEA Reports

AR	CO	NJ	ND	PA
CA	IA	NM	OR	

Report to Other State Agencies (Outside Education)

HI

Report Prepared for State (Non-Specified)

AR	HI	NE	NY	PA
CT	ME			

Accountability Report (Non-Specified)

AZ	IL	IN	NJ

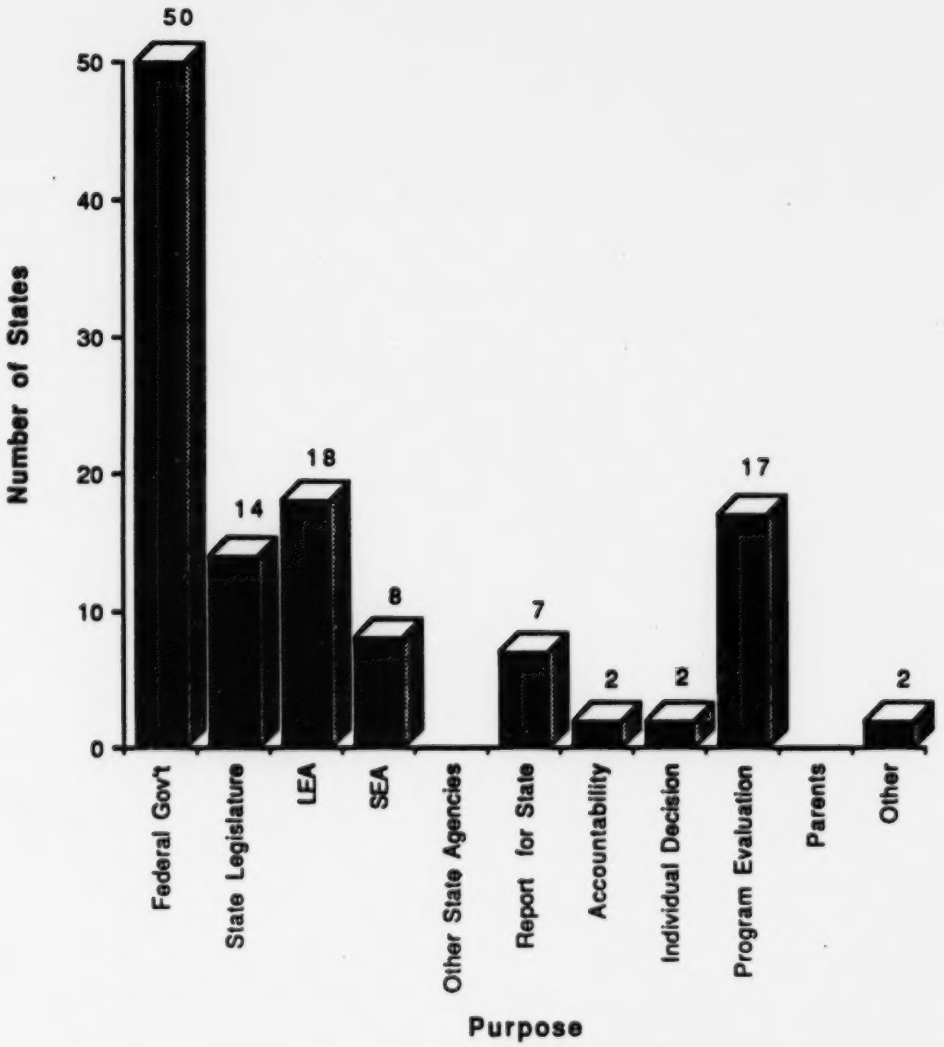
Program Improvement/Evaluation

DE	KS	MD	NJ	TX
ID	KY	MT	NC	VA
IN	LA	NH	RI	

Other

CT	TX

Figure 16
Number of States Reporting Purpose for Collection or Use of Data: Exit/Attainment
Regular States; n=50



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)

Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Table 10
Regular States Reporting Purpose for Collection or Use of Data: Exit/Attainment

Report to Federal Government

50 States

Report to State Legislature

CA	GA	MA	NH	WI
CO	IL	MN	NC	WY
DE	MD	MO	OH	

Report to LEAs

CA	HI	MI	NJ	UT
CO	ID	MN	NC	VA
FL	IL	MO	PA	WI
GA	KY	NH		

Internal SEA Reports

AR	IA	NM	OR	PA
CA	NJ	ND		

Report Prepared for State (Non-Specified)

AZ	HI	NE	NY	PA
CT	ME			

Accountability Report (Non-Specified)

FL	IN

Individual Decision for Students

LA	NC

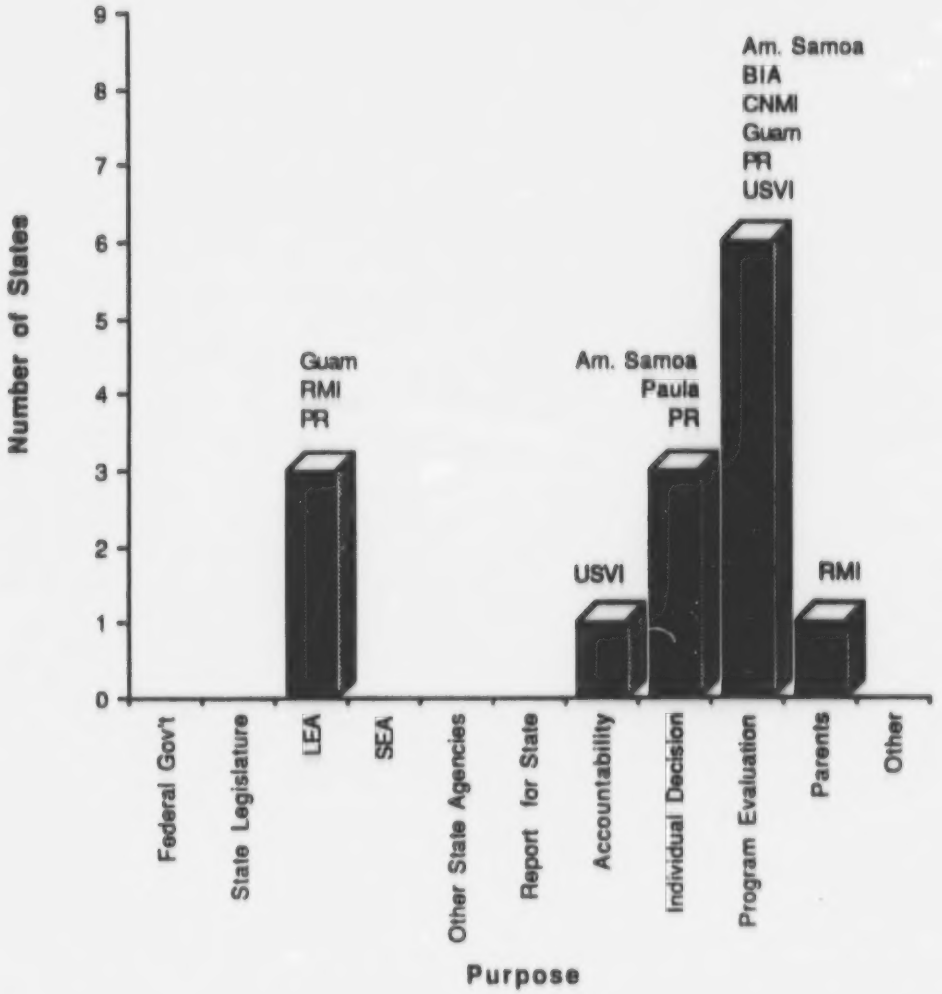
Program Improvement/Evaluation

FL	KS	NY	RI	VT
GA	LA	ND	TX	VA
ID	MD	OR	UT	WA
IN	NV			

Other

NY	TX

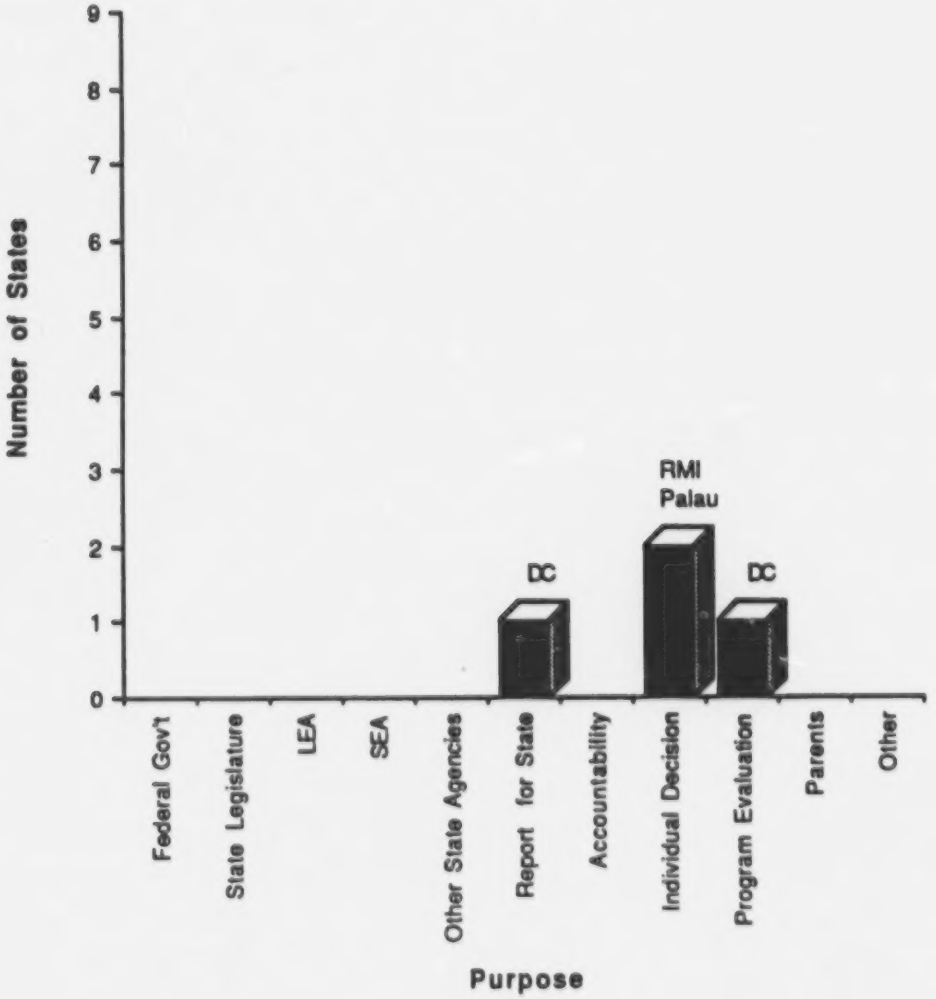
Figure 17
Unique States Reporting Purpose for Collection or Use of Data: Achievement



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)
Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Figure 18

Unique States Reporting Purpose for Collection or Use of Data: Postsecondary Status

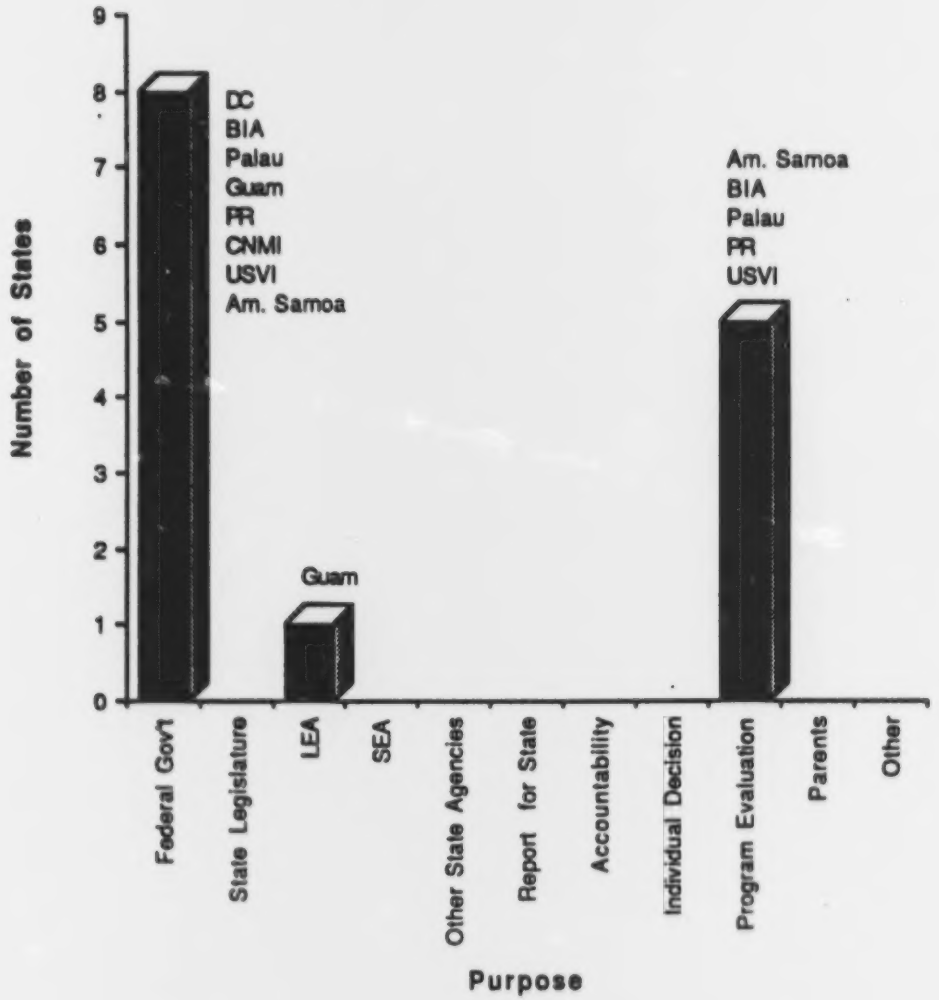


Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)

Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Figure 19

Unique States Reporting Purpose for Collection or Use of Data: Participation

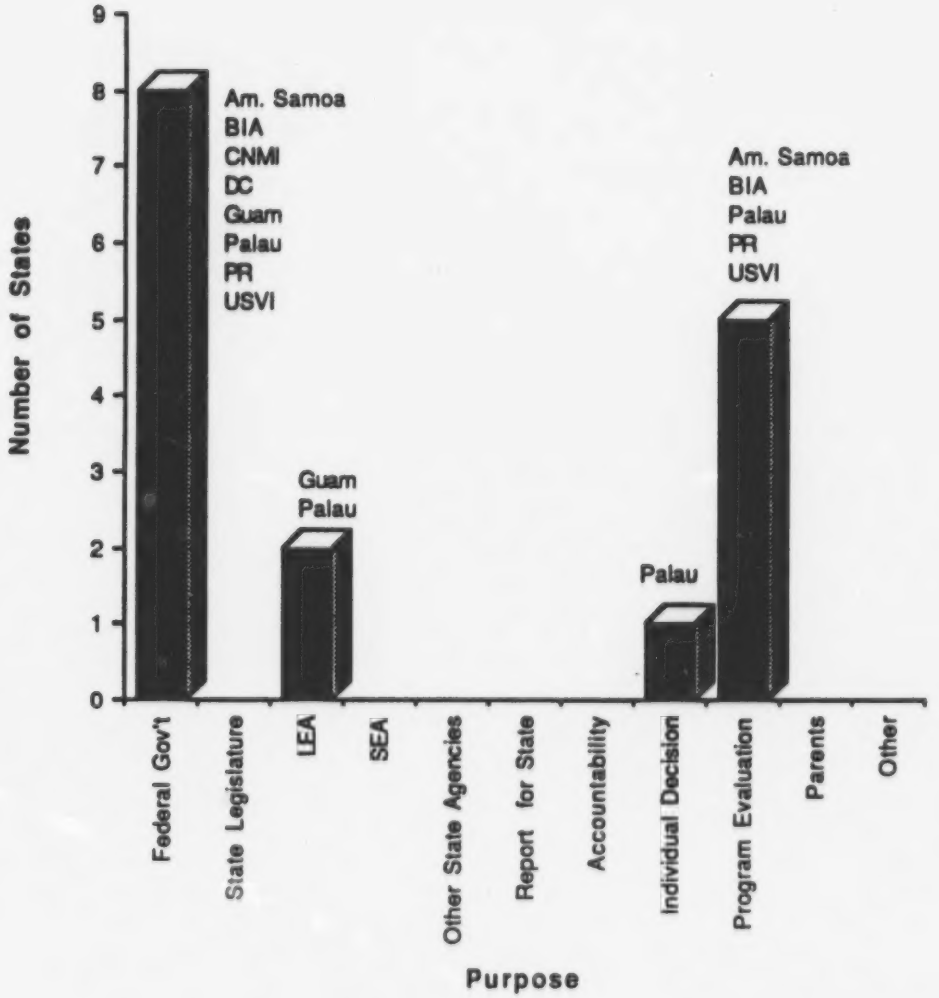


Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)

Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

Figure 20

Unique States Reporting Purpose for Collection or Use of Data: Exit/Attainment



Report to Federal Government
Report to State Legislature
Report to LEA's
Internal SEA Reports
Reports to Other State Agencies (Outside Education)

Report prepared for State (Non-specified)
Accountability Reports (Non-specified)
Individual Decision for Students
Program Improvement/Evaluation
Report to Parents
Other

recording outcomes was included in the data at the present time. Table 11 lists the responses provided for both questions. Forty-two respondents (84%) said their states maintained a computer-based data set. Of those 42 states, 31 indicated that outcomes information was part of the maintained information. Several states (e.g., CA, DE, NE, SC) that said outcomes information currently was not part of their computer databases, nonetheless indicated that plans to include this type of data were in place.

Unique states. Seven of the nine unique states currently maintain a computer-based data set on children and youth with disabilities, however only three states (BIA, Palau, PR) said outcomes information currently was included in the data. Responses are presented in Table 12. The USVI is setting up a computerized data system to follow student information on vocational skills, dropouts, and post-exiting status.

Table 11
Regular States' Reports on Computer Based Data Sets

State	Does state have computer based data set on children and youth with disabilities?	Does data set include information on outcomes?
(01) Alabama	Yes	Yes
(02) Alaska	Yes	No
(03) Arizona	Yes	No
(05) Arkansas	Yes	Yes
(06) California	Yes	No
(08) Colorado	Yes	Yes
(09) Connecticut	Yes	Yes
(10) Delaware	No	N/A
(12) Florida	Yes	Yes
(13) Georgia	Yes	No
(15) Hawaii	Yes	Yes
(16) Idaho	Yes	Yes
(17) Illinois	Yes	Yes
(18) Indiana	Yes	Yes
(19) Iowa	Yes	Yes
(20) Kansas	Yes	Yes
(21) Kentucky	No	N/A
(22) Louisiana	Yes	Yes
(23) Maine	Yes	Yes
(24) Maryland	Yes	Yes
(25) Massachusetts	No	N/A
(26) Michigan	Yes	Yes
(27) Minnesota	Yes	No
(28) Mississippi	Yes	No
(29) Missouri	No	N/A
(30) Montana	Yes	Yes
(31) Nebraska	Yes	No
(32) Nevada	Yes	No
(33) New Hampshire	Yes	Yes
(34) New Jersey	Yes	Yes
(35) New Mexico	Yes	No
(36) New York	Yes	Yes
(37) North Carolina	Yes	Yes
(38) North Dakota	Yes	No
(39) Ohio	Yes	Yes
(40) Oklahoma	Yes	Yes
(41) Oregon	Yes	Yes
(42) Pennsylvania	Yes	Yes
(44) Rhode Island	Yes	Yes
(45) South Carolina	No	N/A
(46) South Dakota	Yes	Yes
(47) Tennessee	Yes	Yes
(48) Texas	Yes	Yes
(49) Utah	Yes	Yes
(50) Vermont	Yes	Yes
(51) Virginia	Yes	No
(53) Washington	No	N/A
(54) West Virginia	No	N/A
(55) Wisconsin	Yes	Yes
(56) Wyoming	No	N/A

Table 12
Unique States' Reports on Computer Based Data Sets

State		Does state have computer based data set on children and youth with disabilities?	Does data set include information on outcomes?
(11)	DC	Yes	No
(57)	Am.Samoa	Didn't Know	N/A
(58)	BIA	Yes	Yes
(59)	CNMI	Yes	No
(60)	Guam	Yes	No
(61)	RMI	Yes	No
(62)	Palau	Yes	Yes
(63)	Puerto Rico	Yes	Yes
(64)	USVI	No	N/A

CHAPTER 4

INCLUSION/EXCLUSION AND ACCOMMODATIONS

Respondents were asked to describe the rules or guidelines currently in place that were used for inclusion/exclusion decisions. Respondents also were asked to classify their state's inclusion/exclusion guidelines as formal or informal. NCEO asked this question to ascertain the extent to which state agencies issued and maintained standards regarding exclusion decisions, as well as to identify which states had written guidelines. If a state indicated informal rules, but later sent written guidelines, it was treated in further analyses as having formal guidelines.

Inclusion/Exclusion Guidelines

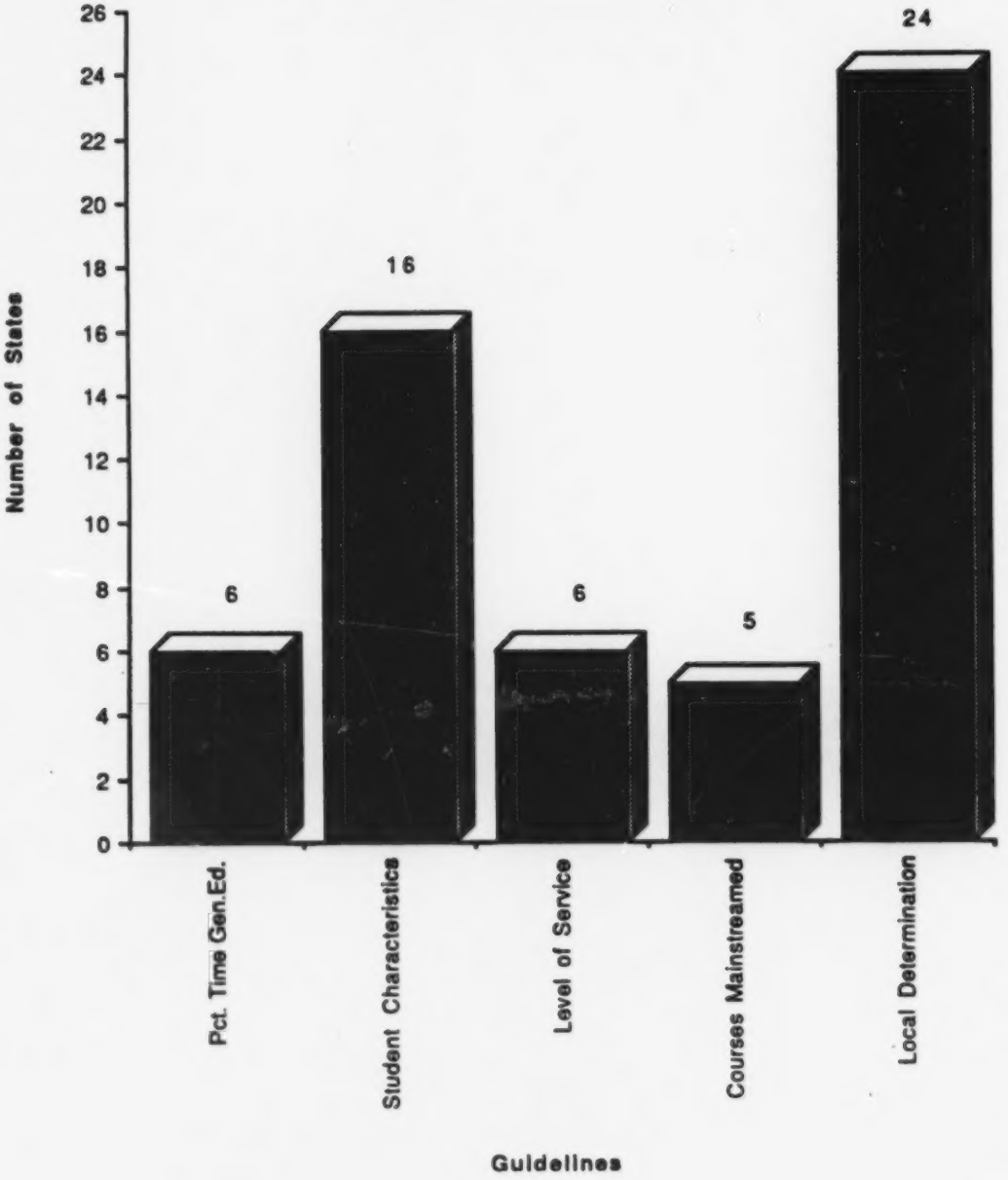
Regular states. Forty-nine of the fifty regular states reported that students with disabilities participate in general education testing. Figure 21 is a summary of regular states' responses about inclusion/exclusion guidelines. The guidelines at the bottom of the figure are ones specifically mentioned by at least 5 (10%) of the regular states in their free response regarding inclusion decisions. A great deal of overlap among the categories is obvious. Most respondents mentioned that several factors interacted to produce final inclusion/exclusion decisions.

Local determination of guidelines for inclusion/exclusion decisions was specifically mentioned by 24 respondents (see Table 13). These respondents often wanted to emphasize the importance of local autonomy in their states regarding student assessment. Student-specific characteristics as a guideline for inclusion/exclusion was the next most frequently mentioned category (16 states), with the remaining three listed categories each being mentioned by about 10% of the states.

Figure 21

Number of States Reporting Specific Guidelines for Participation in General Education Assessments

Regular States; n=49



Percent of time in General Education classes
Student-specific characteristics
Level of service received
Courses for which student is mainstreamed
Locally determined guidelines for inclusion/exclusion

Table 13
Regular States Reporting Specific Decision Rules/Guidelines for Inclusion/Exclusion of Students with Disabilities in General Education Assessments

Percent of Time in General Education Classes				
CO	HI	ID	MI	MT
RI				
Student Specific Characteristics				
AK	GA	ME	NM	OH
CT	HI	MS	NC	VA
DE	KY	NH	ND	WV
Level of Service Received				
AR	CO	RI	SC	WI
CA				
Courses for Which Student is Mainstreamed				
AR	MS	MT	ND	PA
Locally Determined Guidelines for Inclusion/Exclusion				
AL	KS	MI	NC	SD
AZ	KY	MN	ND	TN
AR	LA	MO	OH	UT
IL	ME	NE	OK	VA
IA	MA	NH	OR	

Formal (written) guidelines in regular states. Figure 22 and Table 14 show the states that have formal/written guidelines for inclusion/exclusion. Of the 49 regular states reporting rules, 34 (69%) had formal or written decision-making guidelines. Fourteen states (29%) said the rules were informal.

To provide a simple comparison of decision rules used in states with formal rules and in states with informal rules, the rules used in the subset of 34 formal rules states were tallied and are shown in Figure 23 and Table 15. Basically, the same major guidelines are used in formal and informal states. The more extensive listing of decision factors listed at the bottom of the figure are reflections of different terminologies used for similar concepts which may or may not be subsumed under other categories. The decision typically rests upon locally-determined criteria that takes into account the specific characteristics of the student.

Unique states. Table 16 shows the specific guidelines for inclusion or exclusion of students with disabilities in general education testing that were mentioned by respondents from the unique states. Eight unique states indicated the existence of guidelines, though only five listed specific ones used. The categories differ somewhat from those in the regular states, but nonetheless reflect the same type of variance in decision-making guidelines. Respondents from unique states also commented that decision guidelines were applied inconsistently within their programs.

Formal (written) guidelines in unique states. Of the unique states reporting guidelines, the BIA, DC, Guam, and Palau characterized their rules as formal. This information is presented in Figure 24.

Decision Makers

The issue of inclusion/exclusion decisions is complicated further when one looks at who makes this decision. Thirty-seven respondents (76%) from the regular states indicated the decision rested with the IEP team, and 15 said the determination

Figure 22
Number of States Classifying Guidelines for Inclusion/Exclusion as Formal or Informal
Regular States; n=49

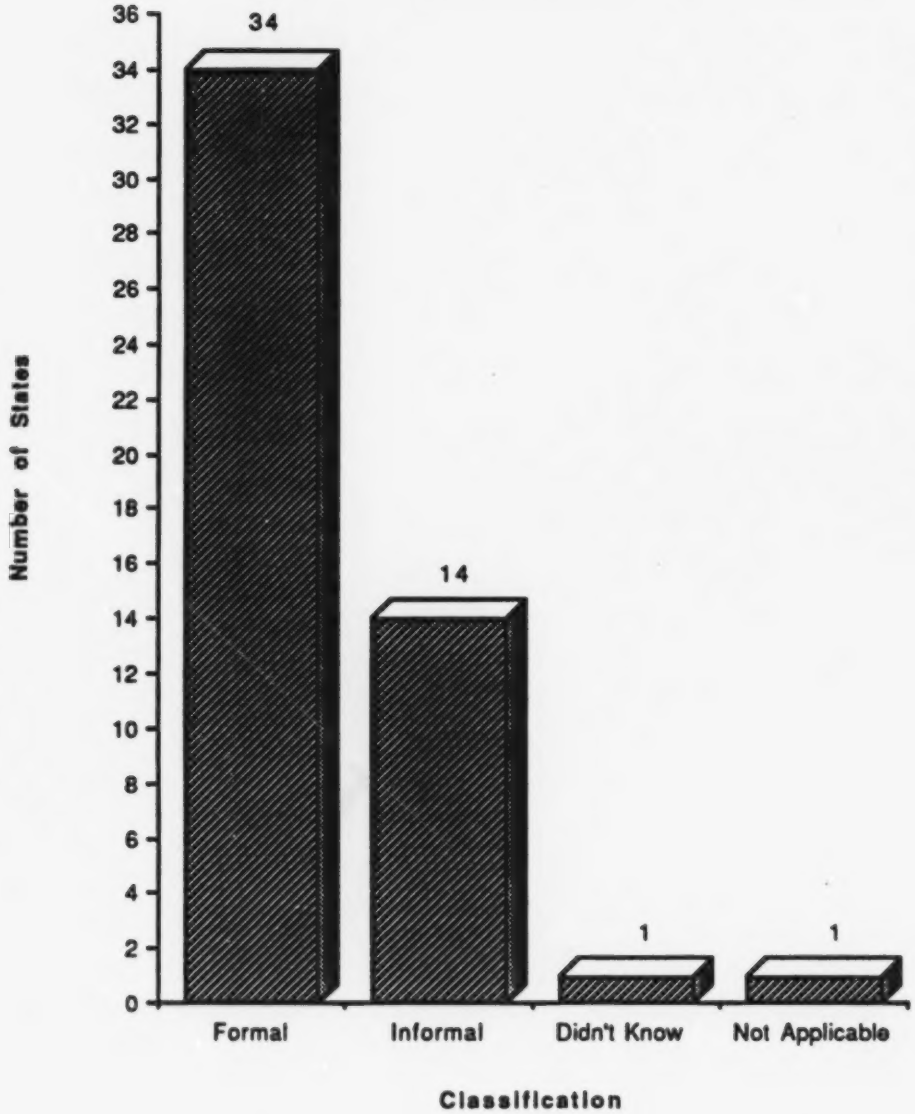
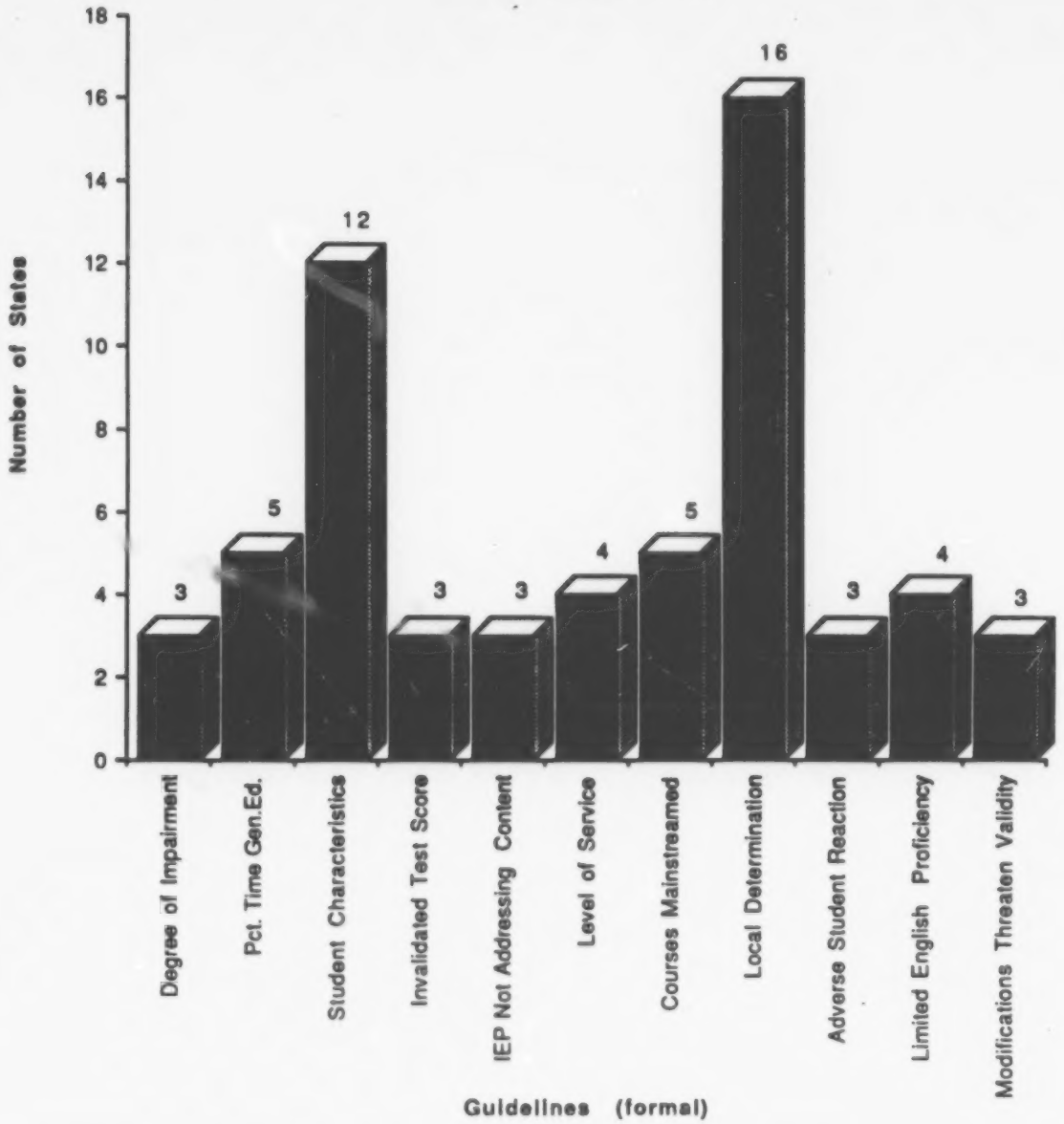


Table 14
Regular States Reporting Formal Decision Rules/Guidelines for Inclusion/Exclusion of Students with Disabilities in General Education Assessments

AL	GA	MD	NM	SD
AZ	HI	MA	NC	UT
AR	ID	MI	ND	VA
CA	IN	MS	OH	WA
CT	KY	MO	OR	WV
DE	LA	MT	PA	WI
FL	ME	NJ	RI	

Figure 23
Number of States with Formal Rules Reporting Guidelines for Participation in General Education Assessments

Regular States; n=34



Degree of student impairment
Percent of time in General Education classes
Student-specific characteristics
Documented circumstances that invalidate test scores
IEP does not adrress test content
Level of service received
Courses for which student is mainstreamed
Locally determined rules for participation
Adverse student reation to testing
Limited English Proficiency
Modifications necessary for testing threaten validity

Table 15
Regular States With Formal Rules Reporting Specific Decision Rules/Guidelines for Inclusion/Exclusion of Students with Disabilities in General Education Assessments

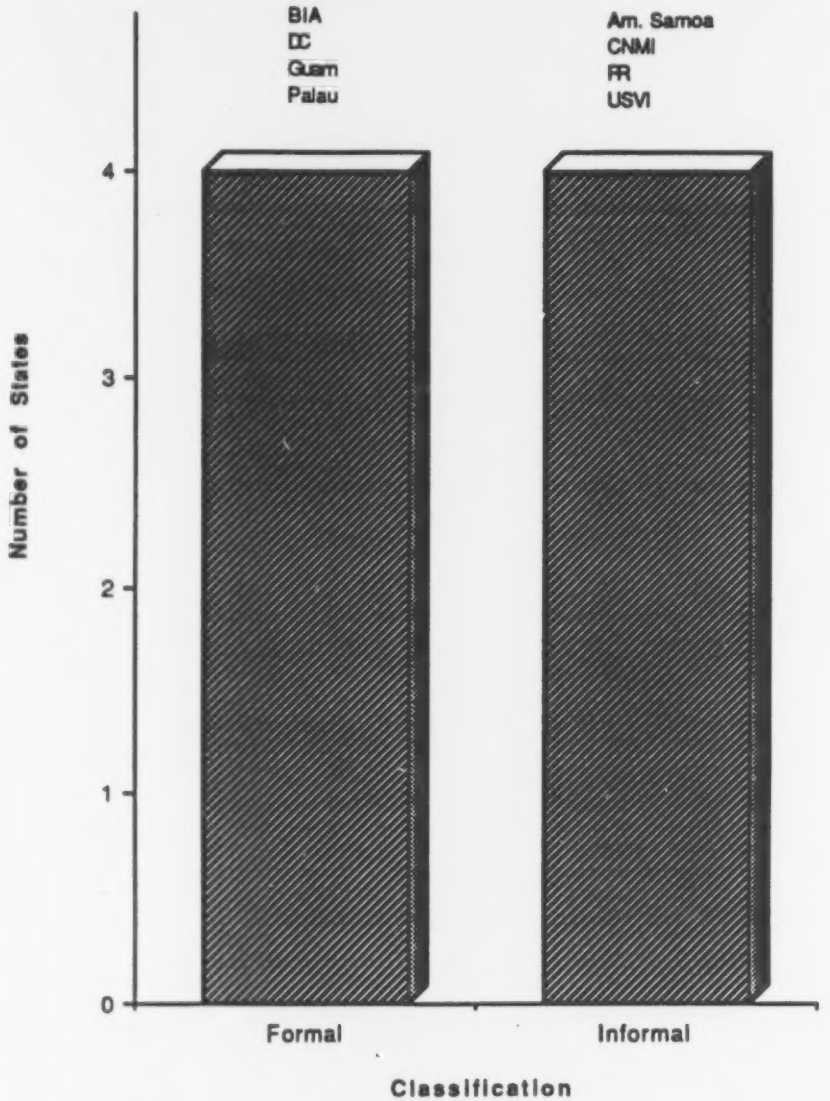
Degree of Student Impairment				
FL	NC	RI		
Percent of Time in General Education Classes				
HI	ID	MI	MT	RI
States Reporting Student-Specific Characteristics				
CT	HI	MS	NC	VA
DE	KY	NM	OH	WV
GA	ME			
Documented Circumstances That Invalidate Test Scores				
FL	GA	ME		
IEP Not Addressing Content				
MD	NJ	ND		
Level of Service Received				
AR	CA	RI	WI	
Courses for Which Student is Mainstreamed				
AR	MS	MT	ND	PA
Locally Determined Rules for Participation				
AL	LA	MI	ND	SD
AZ	ME	MO	OH	UT
AR	MA	NC	OR	VA
KY				
Adverse Student Reaction to Testing				
DE	MO	NJ		
Limited English Proficiency				
DE	ME	MO	NM	
Modifications Necessary for Testing Threaten Validity				
MD	MO	NM		

Table 16
Unique States Reporting Specific Decision Rules/Guidelines for Inclusion/Exclusion of Students with Disabilities in General Education Assessments

Student Specific Characteristics
DC
Student is Mainstreamed for English and Math
DC
Locally Determined Guidelines for Inclusion/Exclusion
USVI
All Mainstreamed Students Participate
Am. Samoa PR
Student is Receiving Instruction at Grade Level
Palau

Note: Guam reported having formal decision rules, but did not indicate specific ones used.

Figure 24
Number of Unique States Classifying Guidelines for Inclusion/Exclusion as Formal or Informal*



Note: RMI reported "no decision rules."

was a local decision not reported to the state (see Figure 25 and Table 17). In such instances, the respondents often qualified their response by saying that teachers and other personnel who best know the student are most often responsible. Thus, some proxy for the IEP team often is used. Some respondents said the state agency was responsible to some degree for making the decision of inclusion or exclusion, ranging from total control (e.g., VT: no exemptions) to guidance whenever the state agency was consulted (e.g., CA).

Responses for the unique states are shown in Figure 26, and indicate that many persons have input on these decision (e.g., Am Samoa), not unlike the situation in the regular states. In the unique states, the local school principal was named most often as being responsible to some degree for inclusion/exclusion decisions, although at least two respondents giving this response also indicated there may be some other local decision maker.

Finally, Figure 27 and Table 18 contain the data on the decision makers named for the subset of regular states indicating that their decision rules were formal. In 27 of these 34 states (79%), the IEP team is identified as the responsible agent. The state agency's formal rules are typically left to the interpretation of local personnel with first-hand knowledge of the situations of individual students.

It is important to mention briefly here that decision makers identified in both regular and unique states are also influenced by the perception of how outcomes data will be reported or used by the state agency. Many respondents added comments to their responses about inclusion/exclusion decisions, reflecting their concern (and perhaps, doubt) regarding the degree of fidelity with which decision makers apply decision rules. This concern was raised in both "formal" and "informal" states.

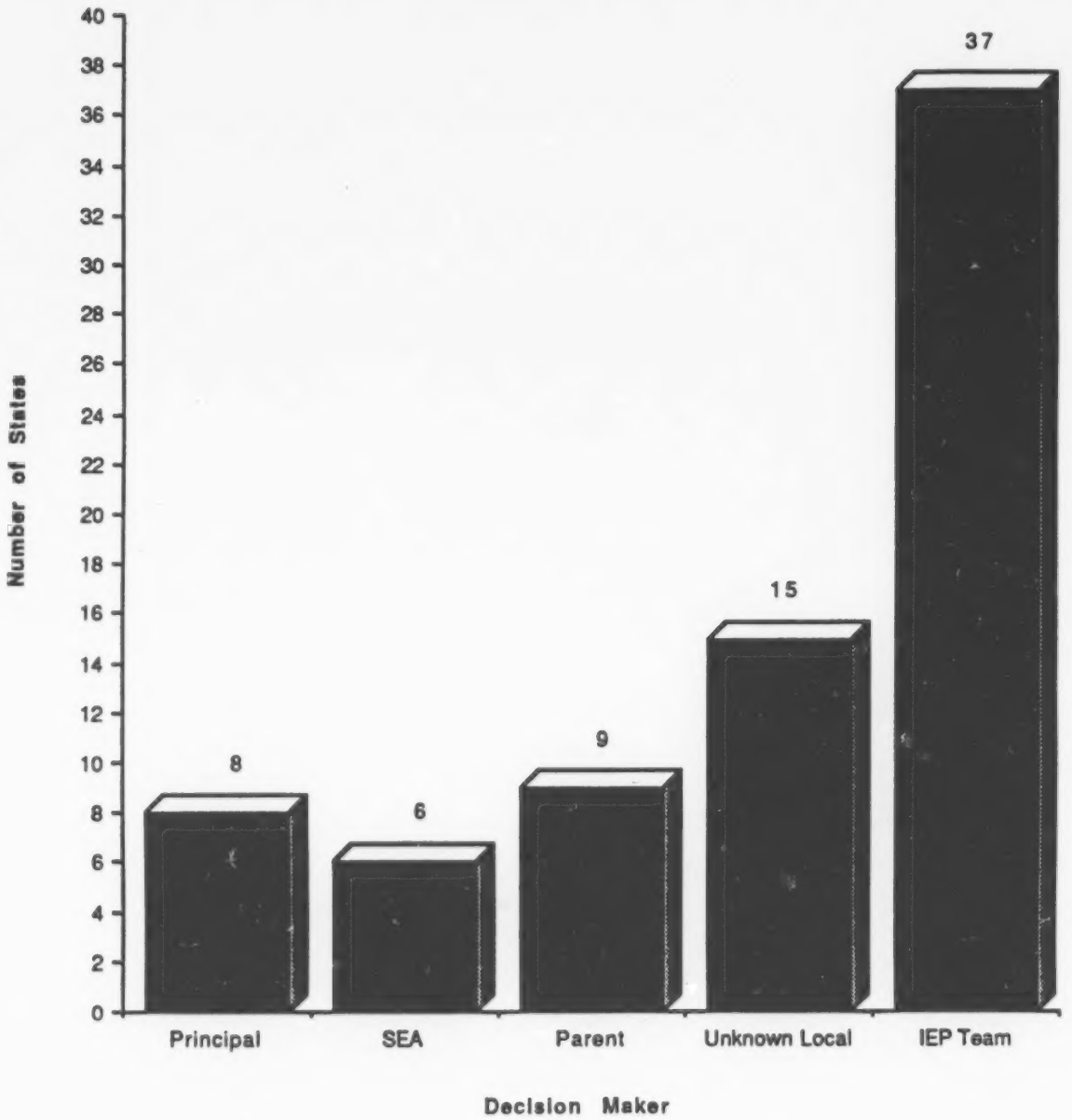
Inclusion Rates

NCEO sought information on the extent to which students with disabilities participate in general education assessments. Table 19 is a compendium of the

Figure 25

Number of States Reporting Specific Decision Makers for Inclusion of Students in General Education Assessments

Regular States; n=49

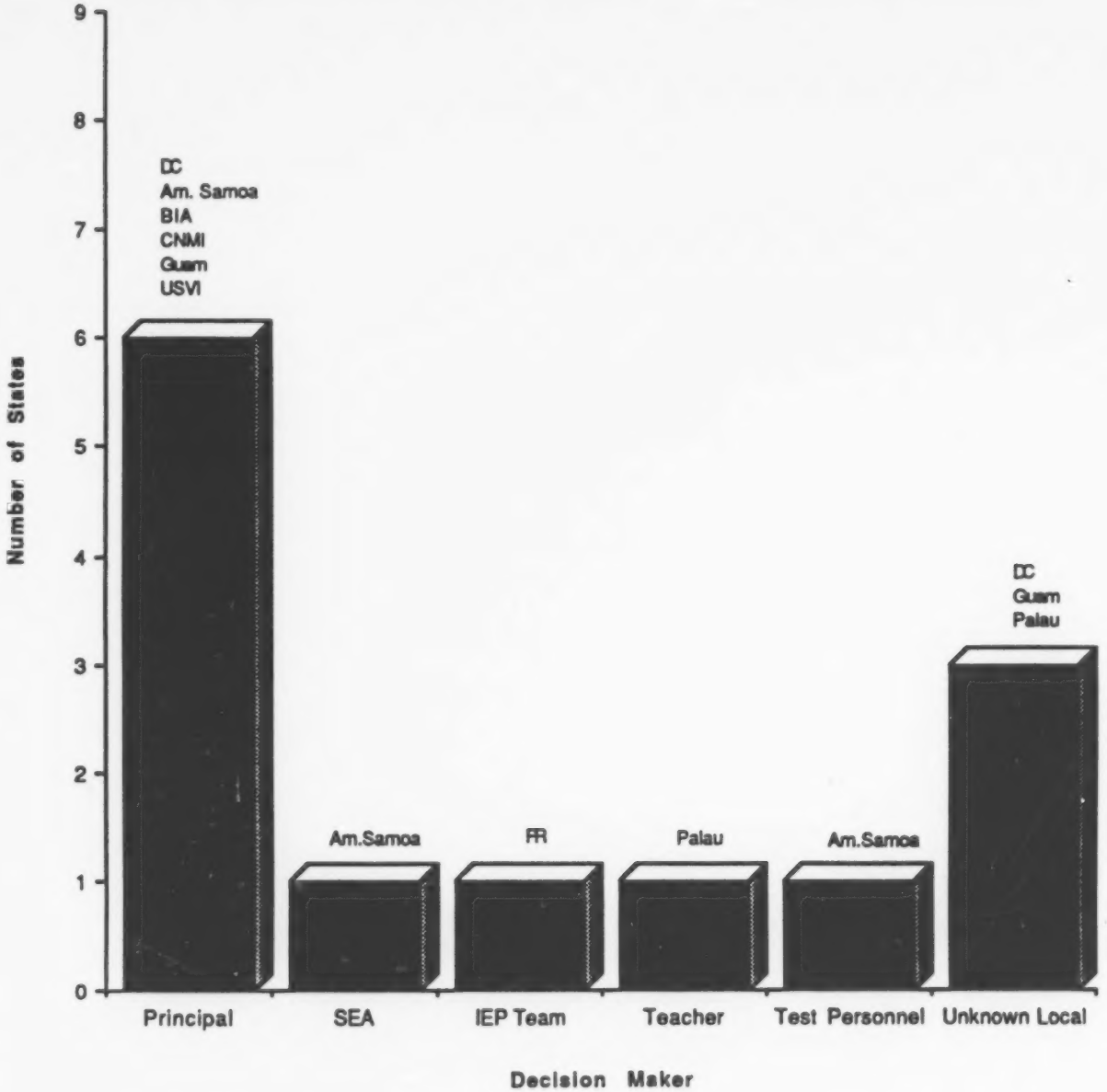


Local school principal
State agency decision
Parent
Locally decided; not required report to State
IEP Team decision

Table 17
Regular States Reports of Decision Makers for Inclusion of Students in General Education Assessments

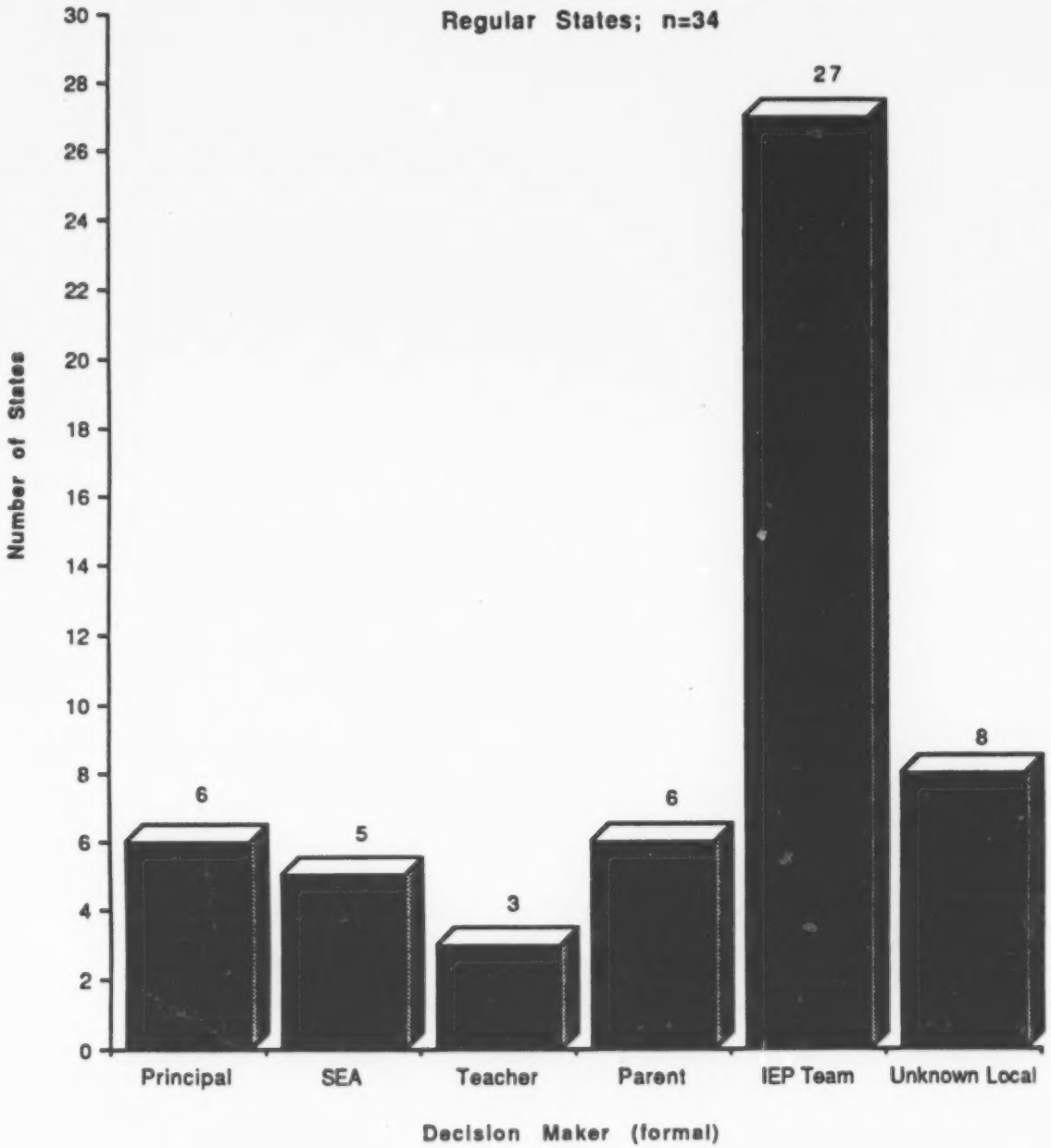
Local School Principal				
FL	ID	MI	OR	UT
HI	IL	MN		
State Agency Personnel				
AR	KY	MO	MT	VT
CA				
Parents				
FL	HI	NY	OH	WA
GA	NH	NC	OK	
Locally Decided without Report to State				
AZ	IA	MO	NY	OR
CO	KS	NE	ND	PA
IL	MA	NM	OK	SD
IEP Team Decision				
AL	HI	MA	NJ	RI
AK	ID	MI	NM	SC
AZ	IL	MN	NY	TN
AR	IN	MS	NC	VA
CT	KS	MO	ND	WV
DE	LA	NV	OH	WI
FL	ME	NH	OK	
GA	MD			

Figure 26
Unique States Reporting Specific Decision Makers for Inclusion of Students in General Education Assessments



Local school principal
State agency decision
IEP Team Decision
Teacher
Testing Unit Personnel
Locally decided; not required to report to State

Figure 27
Number of States with Formal Rules Reporting Specific Decision Makers for Inclusion of Students in General Education Assessments



Local school principal
State agency decision
Teacher
Parent
IEP Team Decision
Locally decided; not required to report to State

Table 18
Regular States With Formal Rules Reporting Specific Decision Makers for Inclusion of Students in General Education Assessments

Local School Principal				
FL	ID	MI	OR	UT
HI				
State Agency Personnel				
AR	CA	KY	MO	MT
Teacher				
HI	WA	WV		
Parents				
FL	HI	NC	OH	WA
GA				
IEP Team Decision				
AL	GA	MD	NJ	RI
AZ	HI	MA	NM	SD
AR	ID	MI	NC	VA
CT	IN	MS	ND	WV
DE	LA	MO	OH	WI
FL	ME			
Locally Decided without Report to State				
AZ	MO	ND	PA	SD
MA	NM	OR		

Table 19

Question: How many students with disabilities participate each year in General Education assessments?

STATES	Number	Percent	Didn't Know	No Response	Data accessible for students with disabilities?	Comments
Alabama			X		Yes	vast majority
Alaska				X	Yes	
Arizona			X		No	
Arkansas			X		No	
California		over 90%			No	
Colorado			X		No	
Connecticut		65%			Yes	35% who are eligible are exempted
Delaware		1987-94% 1988-93% 1989->95%			Yes	Automatic exclusions based on degree of disability.
Florida			X		Yes	
Georgia	~3000-4000				Yes	80,000 total

STATES	Number	Percent	Didn't Know	No Response	Data accessible for students with disabilities?	Comments
Hawaii			X		No	
Idaho			X		Yes	
Illinois			X		No	
Indiana	~20,000+				No	50,000 if include communication handicaps
Iowa			X		No	
Kansas			X		No	
Kentucky			X		No	
Louisiana	5,000				Yes	
Maine		95%			Yes	
Maryland			X		Yes	
Massachusetts			X		Yes	
Michigan		2%			Yes	
Minnesota			X		No	

STATES	Number	Percent	Didn't Know	No Response	Data accessible for students with disabilities?	Comments
Mississippi			X		No	
Missouri			X		Yes	
Montana		50%			No	
Nebraska			X		Yes	
Nevada			X		Yes	Reported no assessment activities.
New Hampshire			X		No	
New Jersey		50-60%			Yes	3,627 took High School Proficiency Test and required to pass. 2,500 took HSPT, but exempt from passing.
New Mexico			X		No	
New York	28,000				Yes	Number broken down by grade level.
North Carolina		98%			Yes	
North Dakota			X		Yes	
Ohio			X		No	Information will be available starting in 91-92 school year.
Oklahoma			X		No	

STATES	Number	Percent	Didn't Know	No Response	Data accessible for students with disabilities?	Comments
Oregon			X		No	
Pennsylvania	7,794	6.4%			Yes	Numbers for 3rd grade reading.
Rhode Island				X	Yes	
South Carolina	1989 2nd-5,000 8th-3,000 10th-1,500				Yes	
South Dakota			X		No	
Tennessee		90-95%			Yes	
Texas		70%			Yes	11th and 12th grade only: 1989
Utah	30,000-35,000	71-83%			Yes	
Vermont			X		Yes	Do not identify students on purpose.
Virginia	6,000				Yes	3,000 are exempted.
Washington			X		Yes	
West Virginia				X	No	
Wisconsin	5,145	44.6%			No	Special Education 3rd graders tested in Spring, 1991

STATES	Number	Percent	Didn't Know	No Response	Data accessible for students with disabilities?	Comments
Wyoming					N/A	Students with disabilities do not participate in general education assessment.
AM. Samoa	280/363	77%			Yes	
BIA				X	Yes	
Comm. of Northern Mariana Islands	~250	50%			No	~6% of total population
D.C.				X	No	
Guam			X		Yes	
Palau	10-15	12-15%			Yes	
Puerto Rico				X	Yes	
Republic of the Marshall Islands					N/A	Students with disabilities do not participate in general education assessment.
U.S. Virgin Islands			X		No	

responses and comments given for this question. Numerical counts or estimates are presented for 23 states. This response rate seems low, given that students with disabilities participate in general education assessments in 49 states and given the interview procedure which directed that if the primary respondent for the interview did not know the extent of student participation, follow-up telephone calls were to be attempted to persons within the state agency named as likely to have the data. However, recall that only thirty-nine provided assessment activity information. Respondents not describing activities did not provide information on the extent of participation. Respondents describing activities sometimes did not provide information on the extent of student participation in general education assessments if students with disabilities could not be identified in that data set. This accessibility of information is presented in the next to last column of Table 12. Overall, 24 of the 39 regular states providing general education assessment activity information indicated that student identification was possible. Some states reported that non-identification was purposeful (e.g., VT), while others commented that identification was something they wanted and would be possible in the future (e.g., OH). Clearly, there is some confusion regarding the participation of students with disabilities in assessments conducted and/or reported by state agencies. In one state, for example, "no achievement assessments" were reported, but the respondent indicated (and later verified) that students with disabilities not only participated in general education assessments, but could be identified as well.

The situation in the unique states is no less complicated. Eight unique states indicated that students with disabilities participated in general education assessments; however, only five indicated that they could be identified in the data sets. Information on the extent of participation was just as variable as that provided by regular state respondents (see Table 19).

Accommodations in General Education Assessments

NCEO asked for information about special provisions or accommodations that were used when students with disabilities were participants in general education assessments efforts.

Regular states. Forty-two states reported that accommodations of some type were made. These reported accommodations clustered into four major categories: flexibility of time limits, alternate presentation modes, flexibility of setting, and alternate response modes. Numbers of states reporting these major accommodations are shown in Figure 28 and Table 20. States could, of course, mention more than one major accommodation category. Respondents often commented that the provision of accommodations influenced whether specific students' tests scores would be included in the local or state data set.

Alternate presentation modes included a variety of presentation accommodations. Figure 29 and Table 21 show the five most frequently reported alternate presentation modes mentioned by the respondents in the regular states. Braille (21 states), oral reading (15 states), sign language (9 states), and large print (4 states) are specific accommodations for sensory impairments. The category of "IEP determined" (22 states) subsumes, perhaps, many of the others mentioned, and shows the emphasis placed on individual decision making.

Alternate response modes also included a variety of accommodations,. although fewer responses were given for alternate response modes than for alternate presentation. The four most frequently mentioned are shown in Figure 30 and listed by state reporting in Table 22. Again IEP-determined accommodations may subsume the others listed. However, it is interesting to note the use of a computer was reported as an alternate response mode by six states, but was not mentioned as a presentation mode.

Figure 28
Number of States Reporting Specific Major Accommodations in General Education Assessments
Regular States; n=42

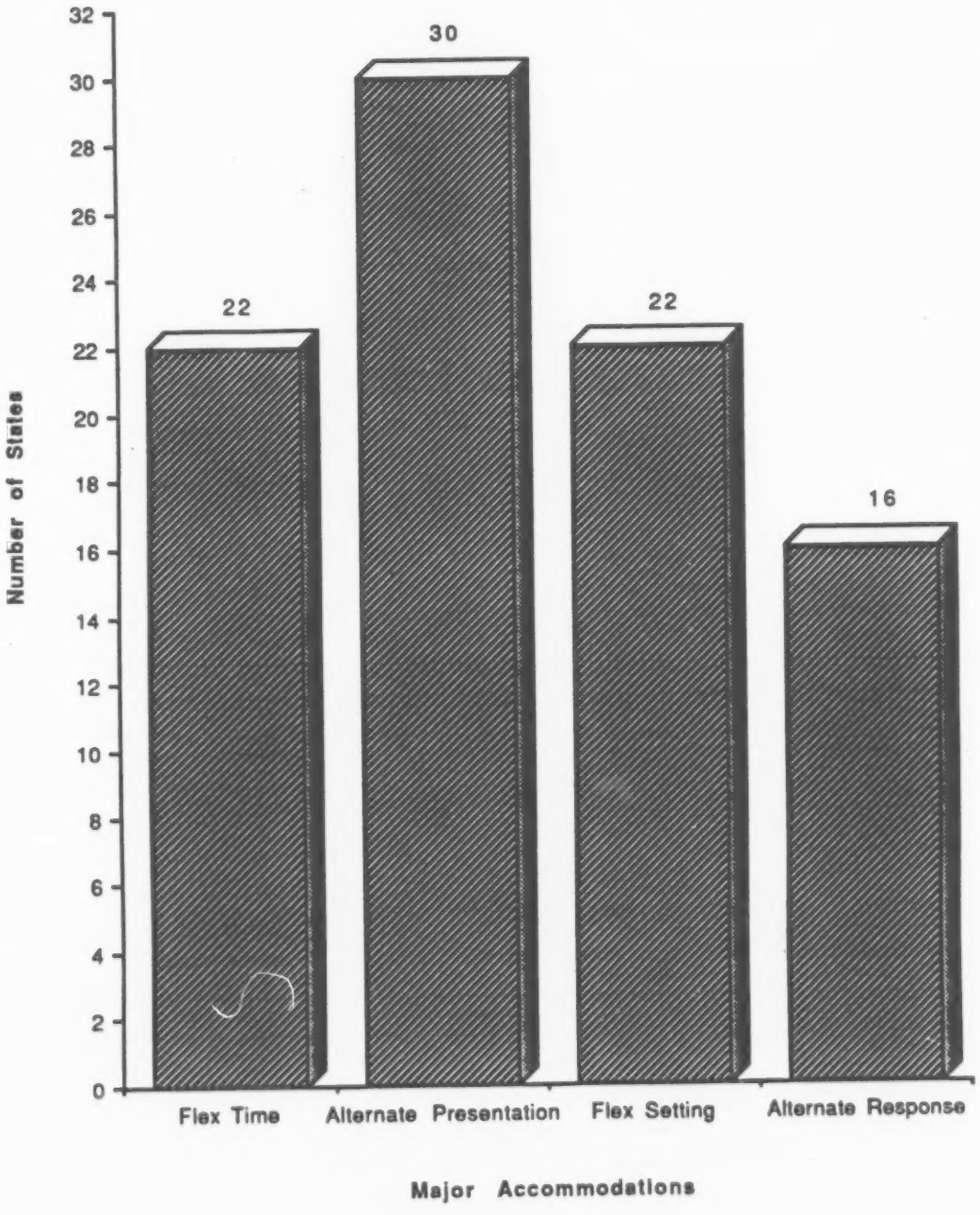


Table 20
Regular States Reporting Major Accommodations in General Education Assessments

Flexible Time Allocation

AL	FL	ME	NH	OH
AZ	HI	MD	NJ	VT
AR	ID	MA	NY	VA
CT	IN	MS	NC	WI
DE	KY			

Alternate Presentation Mode

AL	FL	KY	NH	RI
AK	GA	ME	NJ	SC
AZ	ID	MD	NY	UT
AR	IL	MA	NC	VA
CO	IN	MI	OH	WA
CT	KS	MS	PA	WI

Flexible Setting

AL	GA	MD	NJ	RI
AR	HI	MA	NY	SC
CT	IN	MS	NC	VA
DE	KY	NH	OH	WI
FL	ME			

Alternate Response Mode

AL	GA	ME	NH	RI
AR	IN	MD	NY	VA
CT	KY	MA	OH	WI
FL				

Figure 29
Number of States Reporting Specific Alternate Presentation Modes for General Education Assessments

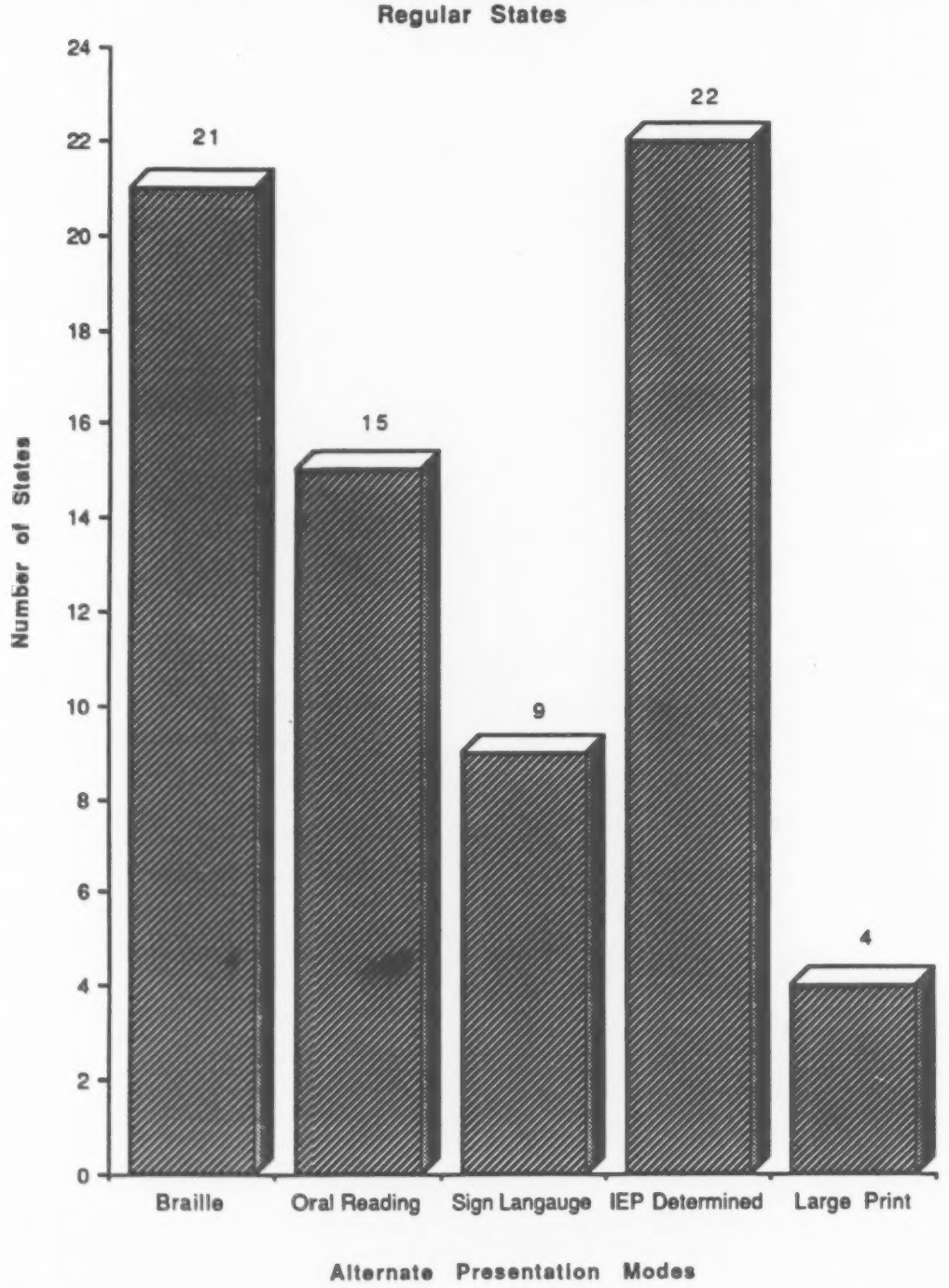


Table 21
Regular States Reporting Specific Alternate Presentation Modes for General Education Assessments

Braille

AL	CT	KS	MI	OH
AK	FL	KY	MS	PA
AZ	GA	ME	NJ	SC
AR	IL	MA	NY	VA
CO				

Oral Reading

CT	ME	NJ	OH	UT
FL	MA	NY	PA	VA
KY	MS	NC	SC	WA

Sign Language

AL	CT	KY	NY	VA
AR	FL	MA	OH	

IEP Determined Alternate Presentation Mode

AL	IN	MD	NH	OH
AK	KS	MO	NJ	OK
AR	KY	MT	NY	RI
FL	LA	NV	NC	TN
GA	ME			

Large Print

DE	ME	MA	RI

Figure 30
Number of States Reporting Specific Alternate Response Modes for General Education Assessments
Regular States

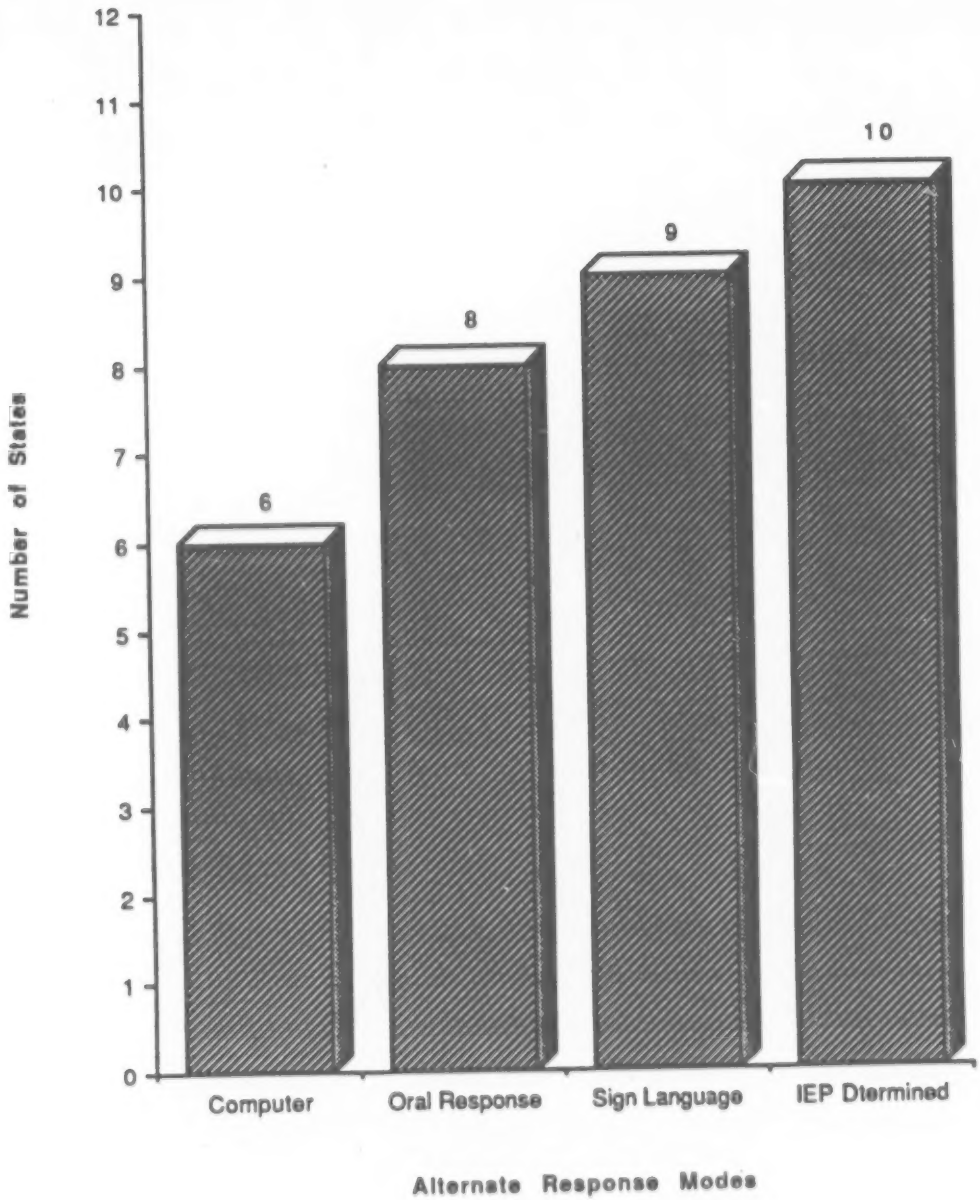


Table 22
Regular States Reporting Specific Alternate Response Modes for General Education Assessments

Computer				
AZ	GA	ME	OH	VA
FL				
Oral Response				
AL	FL	KY	OH	VA
CT	GA	ME		
Sign Language				
AL	CT	GA	ME	VA
AR	FL	KY	OH	
IEP Determined Alternate Response Mode				
AZ	MA	NH	OH	OR
KY	NE	NM	OK	VT

Unique states. Of the nine unique states, six reported accommodations in general education assessments for students with disabilities (see Figure 31). Flexible time limits, flexible setting, and alternate presentation (oral reading in all cases) were the accommodations reported. As noted on the figure, the District of Columbia reported that accommodations could be made, but did not specify the types used. None of the unique states reported alternate response modes as possible accommodations.

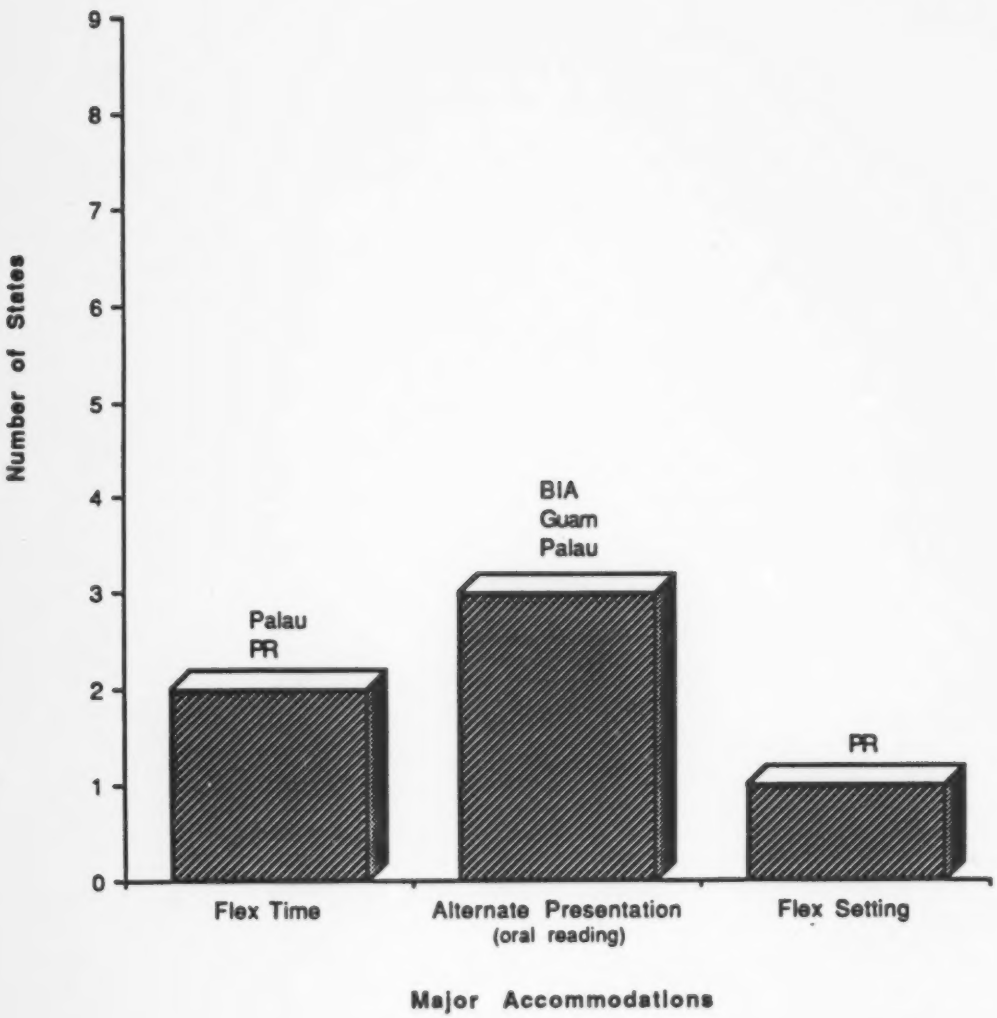
Format of accommodation guidelines. The formats of guidelines for accommodations to be made in testing also were classified as formal (written) or informal. Twenty-eight regular states currently have written accommodation guidelines that cover acceptable testing modifications. Twelve states reporting that accommodations were made for students said their guidelines were unwritten at this time (see Figure 32). An additional five state respondents who identified some possible accommodations did not know the current format of the guidelines covering them. Table 23 is a listing of regular states reporting written formats for their accommodation guidelines.

In the unique states, all reported accommodation guidelines are unwritten in format (see Figure 33). States could characterize their guidelines without listing specific accommodations. Thus, three unique states (AM. Samoa, CNMI, USVI) are shown in Figure 33 even though they did not report types of accommodations made.

The level of detail of states' written guidelines is highly variable. Some states using commercially prepared instruments, issue a simple statement that the test publishers' listed accommodations are acceptable and should be followed. Other states provide comprehensive listings of accommodations that may be selected. Most regular states reporting written guidelines also have the provision that any potential accommodation not specifically described or listed may be submitted to the state agency for review.

Figure 31

Unique States Reporting Specific Major Accommodations in General Education Assessments



Note: District of Columbia reported "locally determined accommodations", but did not indicate the nature of those made.

Figure 32
Number of States Reporting Format of Guidelines for Accommodations in General Education Assessments
Regular States; n=48

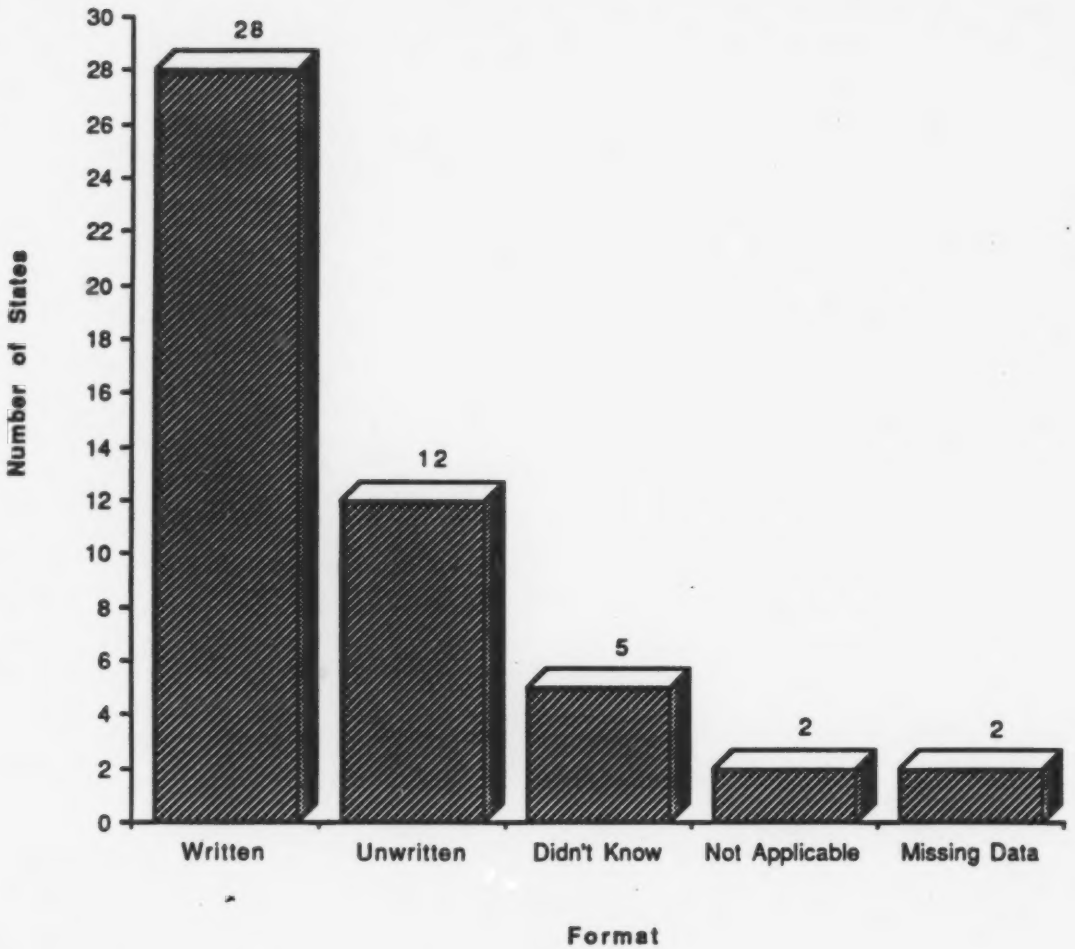
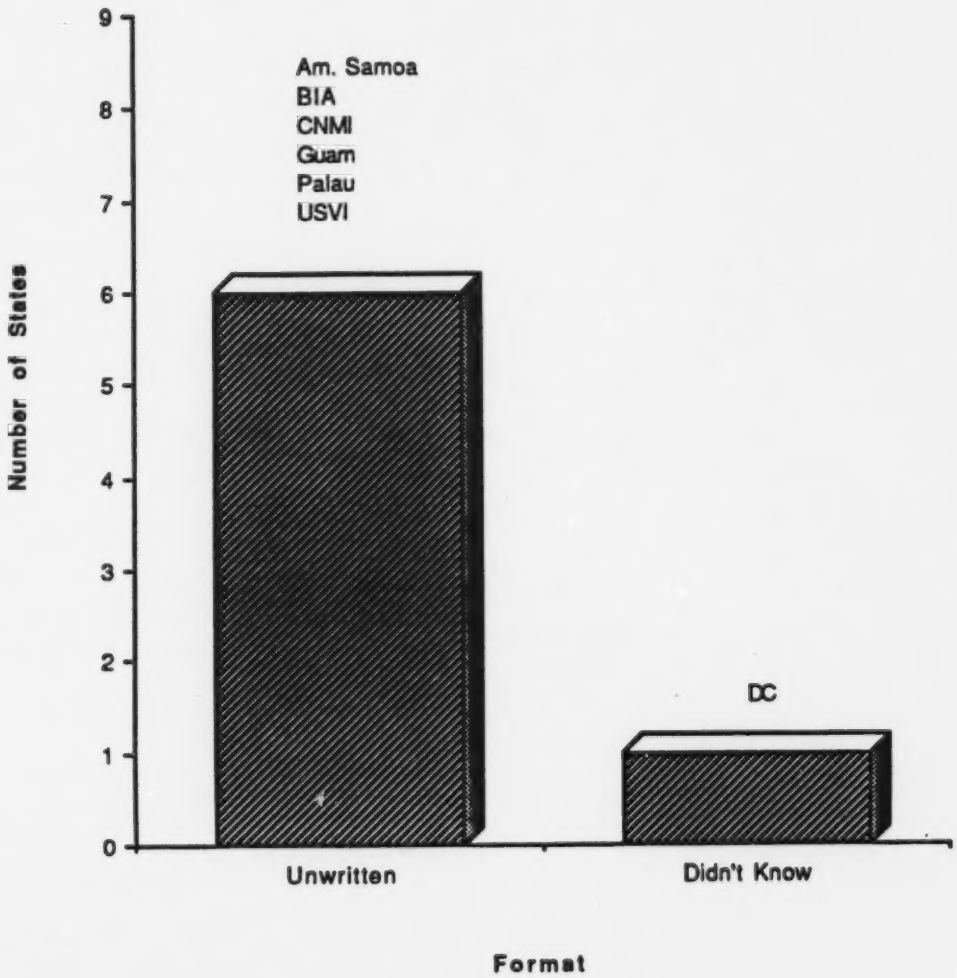


Table 23
Regular States Reporting Written Guidelines for Accommodations in General Education Assessments

AL	HI	MA	NC	TN
AR	IN	MI	OH	TX
CT	KY	MS	OR	VT
DE	LA	MO	PA	VA
FL	ME	NJ	SC	WI
GA	MD	NY		

Figure 33

Unique States Reporting Format of Guidelines for Accommodations in General Education Assessments



Note: No response: PR
Not applicable: RMI

Alternative Assessment Activities.

Information on alternative assessments is summarized in Figures 34 and 35 and in Table 24. Fifteen of the fifty regular sates and three unique states said alternative assessments presently were used for students with disabilities who did not participate in the assessments given to their peers without disabilities. Ten of the regular states and all three unique states described the assessment as the "IEP evaluation component". Some states indicating that they did not have alternative assessments nonetheless mentioned the IEP evaluation component as a requirement of the IEP document. Thus, despite the caution that NCEO was surveying with respect to state-level data, responses to this question do not provide a clean indication of the extent to which states are engaging in state-level alternative assessments for students excluded from the assessments taken by their peers without disabilities. Some respondents may have indicated that state-level data were available from IEP evaluations by virtue of the fact that the IEP is a required document. Other respondents while recognizing the IEP requirements, may not have considered it an alternative assessment yielding state-level information.

Some states indicated beginning efforts in statewide alternative assessments. Colorado reported collection of writing samples and other curriculum-based assessment information on a statewide sampling basis, and is expanding efforts in these areas. Utah is developing a criterion-referenced test to be used for students with disabilities on a statewide basis. Ohio is planning a statewide evaluation of IEP information, an area in which other states (e.g. IL, NC) have expressed keen interest. There are other state efforts that encompass alternative assessment initiatives. These are discussed in Chapter 6.

Figure 34
Number of States Reporting Use of Alternative Assessments for Students Excluded from General Education Assessments
Regular States; n=50

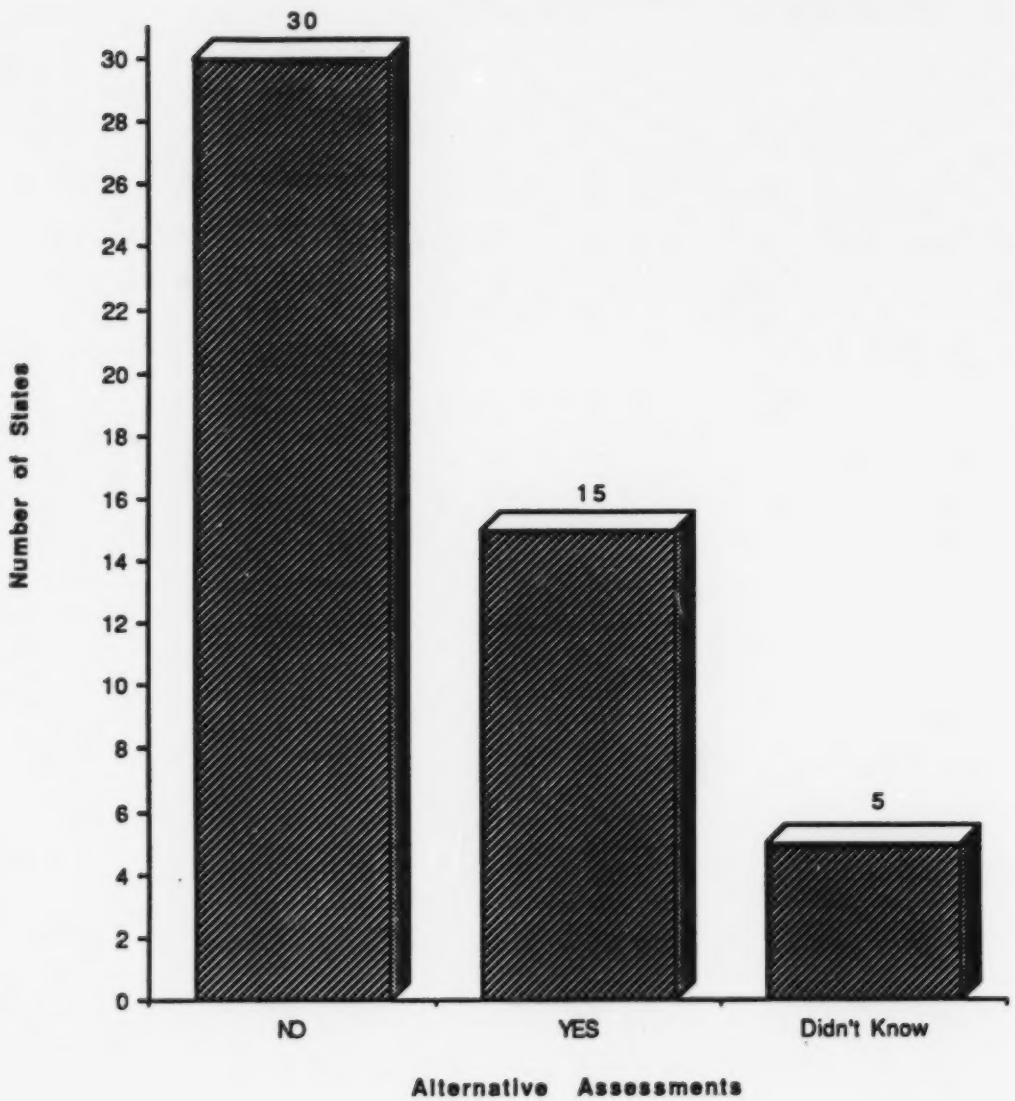


Figure 35
Unique States Reporting Use of Alternative Assessments for Students Excluded from General Education Assessments

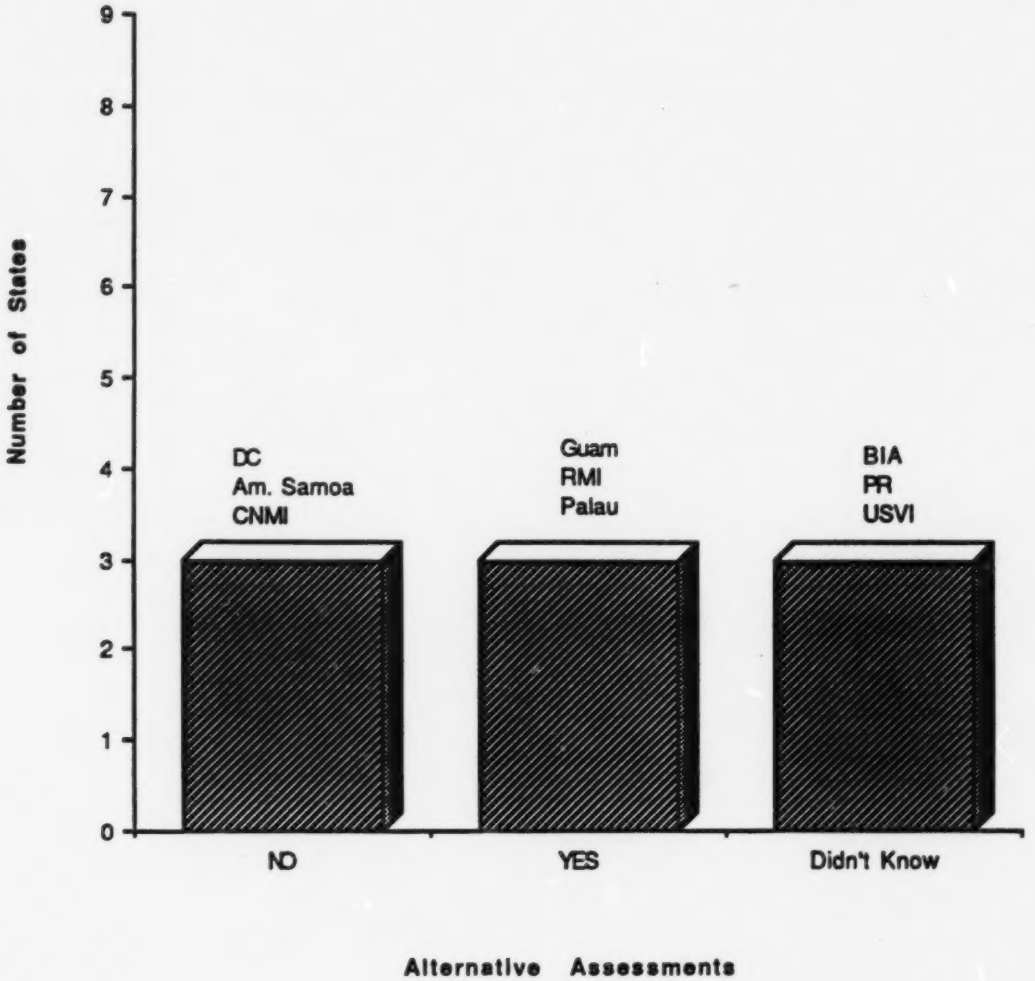


Table 24
Regular States Reporting Use of Alternative Assessments for Students with Disabilities Excluded from General Education Assessments

State	Assessment Description
Arkansas	IEP Evaluation Component
Colorado	Writing Samples / CBM
Florida	Not Provided
Hawaii	IEP Evaluation Component
Iowa	IEP Evaluation Component
Kentucky	IEP Evaluation Component
Louisiana	Not Provided
Missouri	IEP Evaluation Component
New Jersey	IEP Evaluation Component
New Mexico	IEP Evaluation Component
New York	Local District Choice
Oregon	Not Provided
South Carolina	IEP Evaluation Component
Tennessee	IEP Evaluation Component
Wisconsin	IEP Evaluation Component

Unique States Reporting Use of Alternative Assessments for Students with Disabilities Excluded from General Education Assessments

State	Assessment Description
Guam	IEP Evaluation Component
Palau	IEP Evaluation Component
Rep. of the Marshall Islands	IEP Evaluation Component

CHAPTER 5

BARRIERS TO OUTCOMES ASSESSMENT AND STATE ASSISTANCE NEEDS

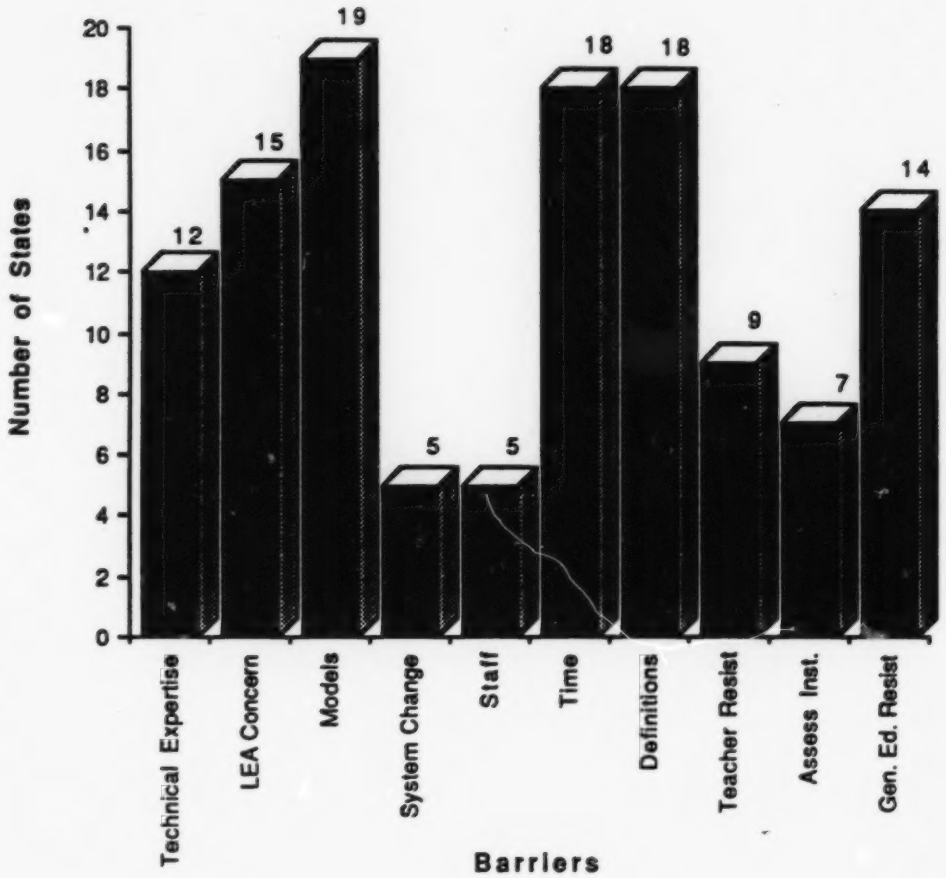
Barriers to Outcomes Assessment

NCEO asked states to identify potential barrier to the assessment of educational outcomes for students with disabilities. The issue of current or anticipated problems is always of concern, but holds even stronger implications as reform movements gain public attention and increase state agency accountability. Walther-Thomas (1990), for example, asked state agency personnel the same basic question with respect to barriers regarding outcomes assessments for student with mild disabilities. She categorized her findings into five main areas: teacher training and attitude, assessment procedures, organizational structures, and public awareness and involvement. She also listed several miscellaneous barriers (e.g., lack of assessment/technical expertise, small SEA staff, large geographic areas).

Regular states. Barrier categories mentioned by at least five of the regular states are presented in Figure 36 and Table 25; they support the findings of Walther-Thomas. Although terminology varies somewhat, the issues most likely to be viewed as barriers to outcomes assessment have remained the same.

Two of the high frequency response categories (Models, 19 states, Definitions, 18 states) are closely related and quite difficult to address. States do not have a sure sense of what is being asked of them (Definitions), and many of those that appear comfortable with outcomes terminology express strong concern about how to tie such concepts together in a meaningful context (Models). Recall that many states raised issues with current definitions used for existing data (e.g. dropout) already required

Figure 36
Number of States Reporting Specific Barriers to Outcomes Assessment
Regular States; n=50



Technical expertise
LEA Concern : concern regarding data use
Models : lack of usable conceptual models
System Change : system-wide resistance to change
Staff : limited human resources
Time
Definitions : poorly articulated definitions
Teacher Resist : teacher resistance to change
Assess Inst. : inadequate assessment tools
Gen. Ed. Resist : General Education Unit resistance

Table 25
Barriers to Outcomes Assessment Identified by Regular States

Lack of Technical Expertise					
AR	DE	IN	OK	SD	VT
CT	IL	MA	OR	TN	WV
LEA Concerns About Data Use					
AK	IA	MO	OH	RI	VA
CA	MD	NJ	OR	SC	WI
GA	MI	NC			
Lack of Usable Conceptual Models					
CO	HI	MA	NV	NY	RI
CT	IL	MI	ND	NC	SD
DE	IN	NE	NJ	ND	VA
FL	KS				
System-wide Resistance to Change					
MI	NJ	SC	UT	VT	
Limited Human Resources					
MS	NJ	OH	OK	RI	
Time					
AL	IN	LA	NE	OK	WA
AK	IA	MA	NH	OR	WV
CA	KY	MO	OH	RI	WY
Poorly Articulated Definitions					
AK	CO	ID	MA	NC	TX
AZ	DE	IL	NE	RI	VT
AR	FL	LA	NY	SD	WI
Teacher Resistance to Change					
AK	IN	KY	OK	OR	SC
CA	IA	NJ	OR		
Inadequate Assessment Tools					
CT	HI	MA	MI	ND	VA
FL					
General Education Unit Resistance					
FL	KS	MA	MS	OH	VA
ID	LA	MI	NC	TN	VT
IN	MD				

by OSEP. They question how new efforts can be initiated when serious difficulties exist in current practice.

Respondents also questioned the broader context of outcomes-oriented efforts. Some expressed specific concerns about the guiding plan or framework within which the outcomes push was to operate. Comments regarding the lack of thoughtful organizing models did not necessarily indicate that states were unaware of some very positive efforts that have already been made by various groups, such as the RRCs. Rather, there was a concern of how to translate conceptual ideals into realistically useful efforts that would be applicable on the state level.

Fourteen respondents indicated that a potential barrier to outcomes assessment was the perceived resistance of the general education unit within their state agency to address a range of issues related to outcomes assessments for students with disabilities. Resistance, of course, does not mean hostility, for several respondents indicated that the general education unit was simply unable to tackle logistical issues that were raised, even though general support for proposed initiatives existed. There is often a great resistance toward anything that would change a procedure (e.g. statewide assessment) that is perceived as being successful. In one state in which outcomes-based assessments are being developed, the current student recording scheme does not identify students with disabilities. Though the special education unit and general education unit agree in principle that such data would be useful, the testing division of the general education unit does not want to alter the scoring sheets or computer programs that scan and score them. The survey respondent for this state sees such layered resistance as a seriour obstacle to improvement of the current system. Two out of three departments in agreement is simply not sufficient.

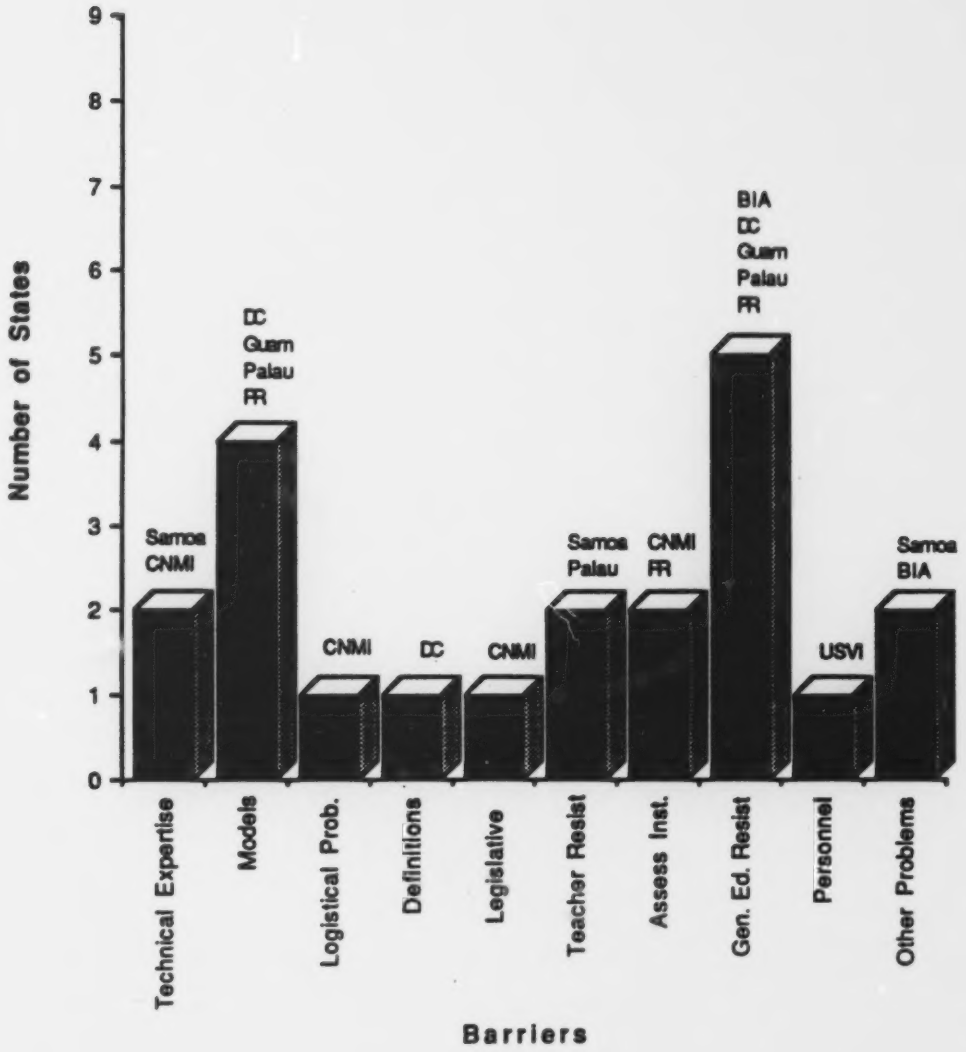
In other states, however resistance is more overtly philosophical than logistical. The inclusion of students with disabilities in general education assessments, as discussed earlier, is a potential source of disagreement at all levels of

the educational system. Some respondents indicated that despite the existence of clear decision rules regarding the exemption of students with disabilities from assessments conducted by general education, there sometimes was a lack of commitment to enforce those rules in a consistent manner. Given that assessments of academic achievement were conducted by the general education units of 38 of the 39 states reporting assessment activities, this lack of commitment may be translated into a source of resistance (or perhaps acquiescence).

One barrier category has, in the time period of only a little more than a year, became more troublesome as a potential barrier was indicated to Walther-Thomas (1990). Technical expertise, listed then as a miscellaneous problem, was specifically mentioned by one out of four respondents to the present survey as an important barrier with which they must deal. As states implement reforms and seek data on their impact in view of increasing accountability issues, they are recognizing perhaps, that technical expertise beyond their current capacity is now an essential. Respondents added comments to this point that programs and changes are being implemented quite often without a solid idea of how evaluation is to be accomplished or even who within the state agency can do the job as it should be done. Often this situation was doubly troubling because respondents saw the changes as positive and strongly supported by many stakeholders, but knew in the long run that maintaining important programs through the support of data would be extremely difficult given state's current human and fiscal resources specific to the technical requirements such efforts entail.

Unique states. The responses of the unique states regarding potential barriers to outcomes assessment are in Figure 37. Only RMI did not list at least one barrier. For the most part, concerns raised in the regular states are relevant to unique state issues. Five respondents mentioned general education unity resistance, and four expressed concern about the lack of an organizing model that they viewed as usable

Figure 37
Unique States Reporting Specific Barriers to Outcomes Assessment



Technical expertise
Models : lack of usable conceptual models
Logistical Problems
Definitions : poorly articulated definitions

Legislative : Legislative complications
Teacher Resist : teacher resistance to change
Assess Inst.: inadequate assessment tools
Gen. Ed. Resist: General Education Unit resistance
Personnel: recruitment & retention
Other problems

for their purposes. In CNMI, an example of how several problems really stem from the overall issue was expressed. There was concern that authorization for outcomes assessment (legislative complications) was entrenched in a host of logistical problems, including the lack of adequate or appropriate assessment instruments currently in place and the need for added technical expertise to implement a process of any kind. The authorizing body wanted documentation of proper and efficient assessments, but the operational body needed permission to organize any new effort. As a result of this confounding situation, the respondent predicted that nothing would be accomplished for some time.

One issue that was not specifically mentioned by any regular state was mentioned by the respondent from USVI -- personnel recruitment and retention. There is certainly a high rate of turnover in many state agencies, but such problems are magnified in unique states with smaller staffs responsible for many duties. The problem most arises when replacement of a staff member is required. Regular states may not have the same degree of difficulty finding another staff member, but it is somewhat surprising that more states (both regular and unique) did not mention personnel recruitment and retention as a specific problem. Perhaps this issue was subsumed under other categories (e.g., technical expertise, general staffing issues).

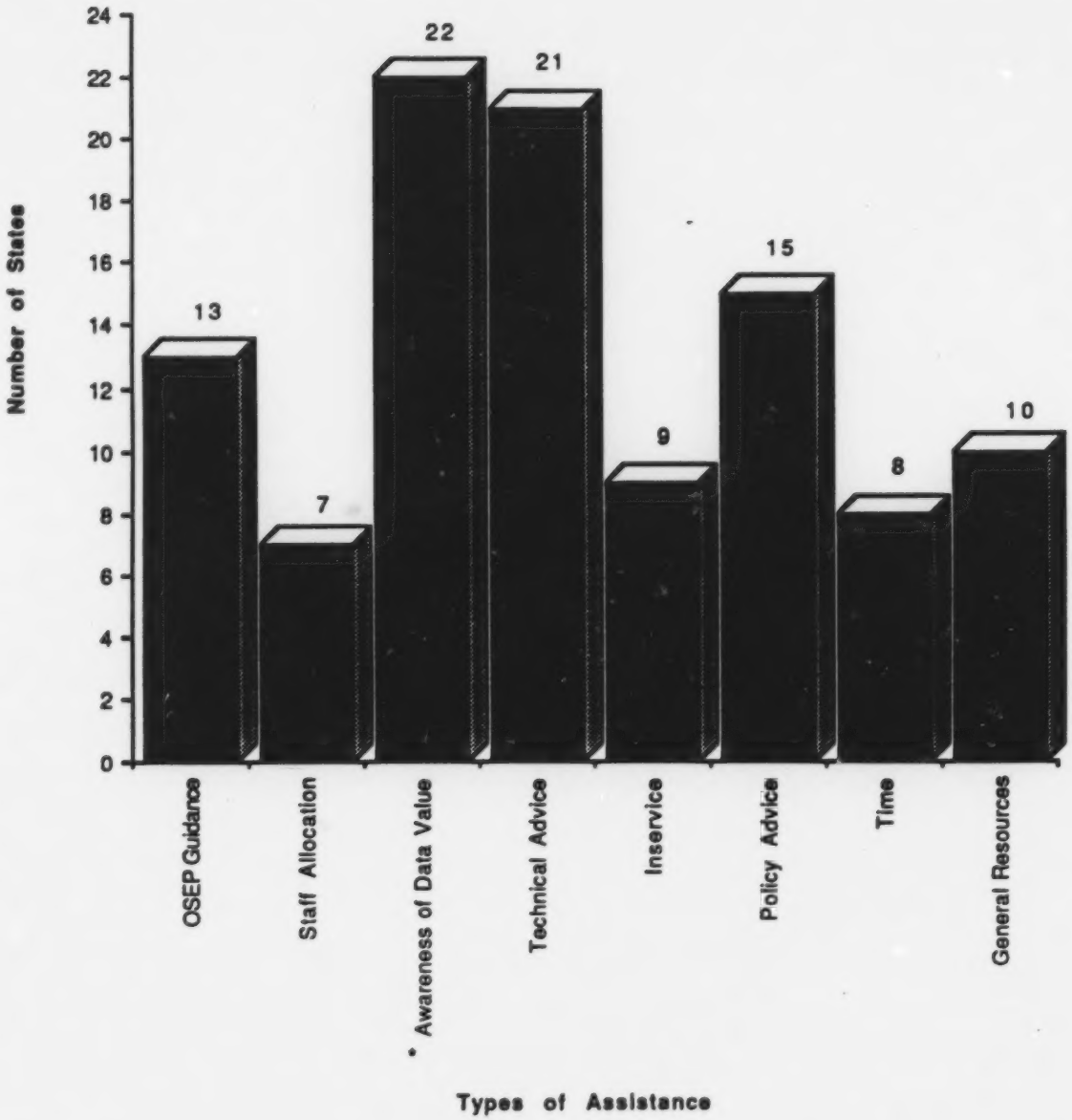
Assistance Needs

The logical follow-up to the question about barriers is to ask what types of assistance are perceived as important in furthering outcomes assessment efforts. Figure 38 and Table 26 summarize responses given by the regular state respondents. In order to address three perceived barriers (LEA concern about data use, General Education resistance, and teacher resistance) 22 regular states and 3 unique state respondents (see Figure 39) mentioned one critical assistance need -- strong effort to increase stakeholder awareness of the value of outcomes information. Respondents commented that education is needed to counter current perceptions about outcomes

Figure 38

Number of States Reporting Specific Assistance Needs in Outcomes Assessments

Regular States; n=50



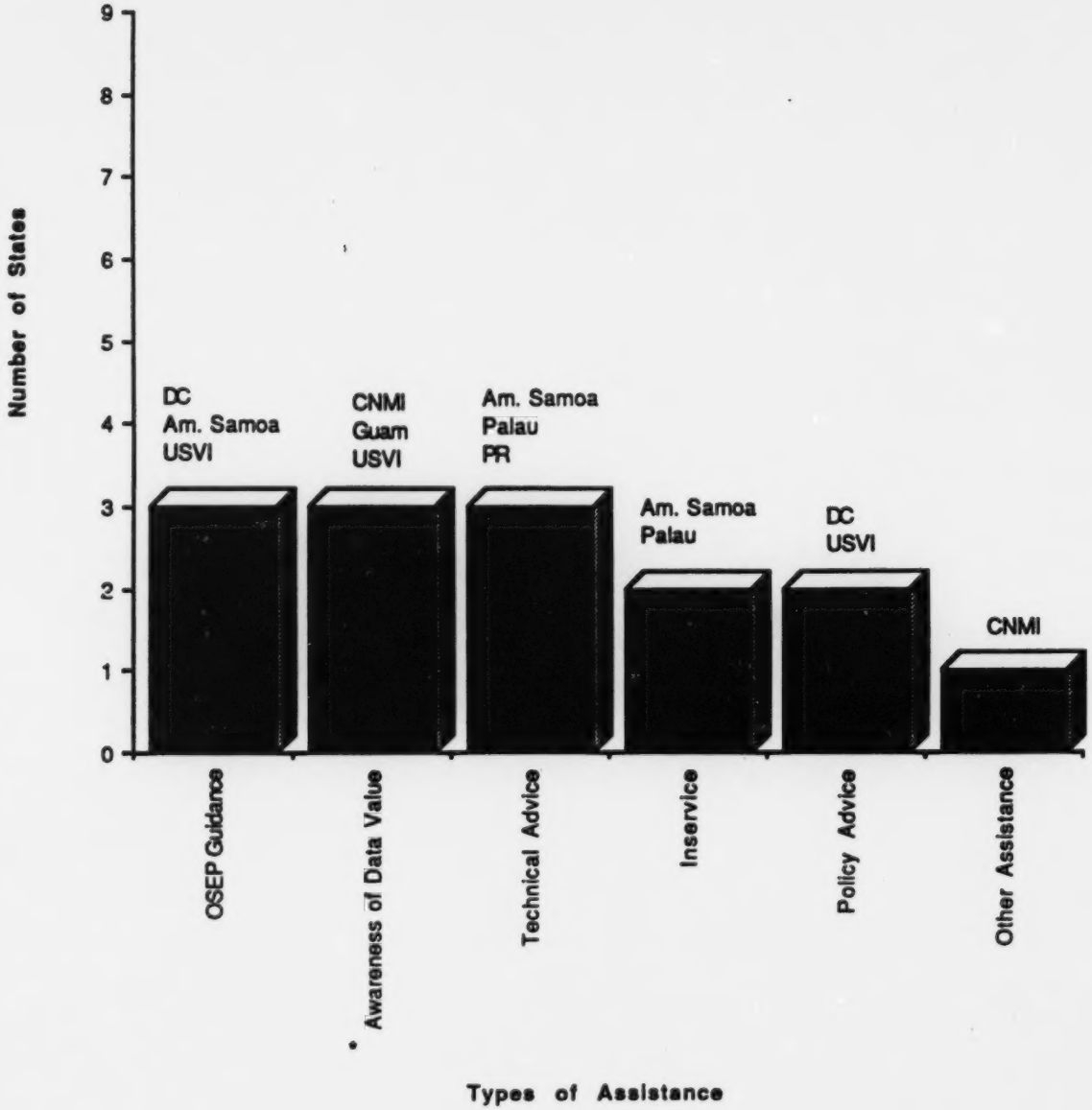
* Efforts to increase stakeholder awareness of outcomes data value

Table 26
Assistance Needs in Outcomes Assessment Identified by Regular States

OSEP Guidance				
AL	DE	IL	OH	VA
AK	FL	MI	SD	WI
AR	ID	NJ		
Staff Allocation				
IN	MA	OK	SD	WY
KY	NJ			
Stakeholder Awareness of Data Value				
AZ	IN	MI	NJ	OR
CA	KS	MS	NM	RI
CO	KY	NY	NC	SC
FL	MD	NH	ND	WA
GA	MA			
Technical Advice				
DE	LA	NH	ND	SC
GA	ME	NJ	OH	SD
IL	MD	NM	OK	TN
IN	NV	NY	RI	WY
IA				
Inservice Training				
CA	MN	NC	OH	WY
GA	MO	ND	WV	
Advice from Policy Groups				
AR	DE	ID	ME	NJ
CO	FL	IL	MI	OH
CT	HI	KS	NH	PA
Time				
CA	IN	KY	OR	WY
DE	KS	MA		
General Resources				
CT	IA	MD	NJ	WV
IL	KY	NV	VT	WY

Figure 39

Unique States Reporting Specific Assistance Needs in Outcomes Assessments



* Efforts to increase stakeholder awareness of outcomes data value

information on students with disabilities. For example, local education agency personnel are fearful of gathering such data, frequently because they believe lower scores on outcomes measures will make their district or school appear less effective. This concern is not without a realistic basis, but respondents to this survey believed it was often exaggerated. Regardless, state agency personnel acknowledged that the misperception about the usefulness of outcomes information held by many local agencies required a shift of state agency focus and a concerted effort to educate and assure local personnel that the state was seeking this type of information for more assistive rather that strictly evaluative purposes.

Another focus of efforts regarding the value of outcomes information for students with disabilities is the general education unit within a state agency. Some respondents to the survey held that perceived resistance from general education was related to an opinion that assessments of academic outcomes were not as important for students with disabilities as they were for students without disabilities. Consequently, to invest time and other resources in such assessments with or without accommodations, or to initiate a statewide alternative assessment are considered ineffective strategies. Respondents commented that a great deal of public relations work was necessary within the state agency before any effort to inform local officials and the public regarding outcomes assessment could be worthwhile.

The sensitivity of the general education unit needs to be heightened regarding perceived problems in the assessment of special needs students. Those persons coordinating assessment efforts need to be informed that inclusion and accommodations are not only possible, but quite often are less problematic than they may believe. Yet, a change of any magnitude is often disconcerting enough to thwart any effort that might be agreed to in discussion, once the actual mechanisms for change are confronted. Several respondents indicated that the person(s) dealing with data directly are those toward whom information and issues are most

appropriately presented. It is easier to agree to make a data collection change than it is to actually implement one.

This last point reflects directly on the second most frequently mentioned assistance need -- technical advice. This response category deals with the nuts and bolts of data collection. Nearly all respondents indicated that outcomes information was important and potentially useful. However, getting the desired data was another issue. Twenty-one regular state respondents (42%) and three unique respondents specifically mentioned the technical hurdles they face. Included in comments regarding technical concerns were those related to the adequacy of assessment instruments, restructuring of responsibilities/priorities for data collection and management, and planning to initiate or refine large scale outcomes assessment efforts. In short, states mentioning technical assistance as a need wanted to know <u>how</u> they were supposed to effectively shift from long-standing data collection efforts on processes toward outcomes, and <u>who</u> was going to provide them with the information they needed to make such changes.

These informational concerns go far beyond those of a technical nature. Advice from policy groups (e.g., NASDSE, CCSSO) was mentioned as a need by 15 respondents, and guidance and/or information from OSEP was a need indicated by 13 respondents. At issue here is states' need to know expectations, requirements, and recommendations from the overseeing body (OSEP) and their relationship to what other political forces are presenting as desired practice. States must deal with monitoring/compliance data and sometimes question how much emphasis ought to be placed on the desired (albeit currently extra) outcomes information. Respondents saw the need for clarification of the agenda being pushed. In view of some state directors, what is most important today (compliance) does not seem to fit with the direction being advanced (outcomes).

Also reflected in the need for guidance responses was a need to know how usable models of outcomes assessments are aligned with current requirements. Walther-Thomas (1990) concluded that there were no comprehensive models of outcomes assessments used in states, and the present findings offer support and some illumination of this point. Respondents reported that existing models (e.g., MSRRC) that made sense to them posed a dilemma when applied to current data requirements. Comprehensive models are not prevalent because federal data funding requirements are not comprehensive. Walther-Thomas (1990) summarized this point basically as what is mandated (by the federal government) is what is enacted by the states. Though states presently expressed the desire to try alterative approaches (models), they did not see OSEP providing the support needed to implement such efforts.

The remaining assistance needs listed (staff allocation, inservice training, time, and resources) are not surprising, but are certainly crucial to any additional and valuable outcomes assessment effort. Respondents had indicated that major barriers were time and staff considerations, and offered comments on assistance needs to the point that no matter how much everyone <u>wanted</u> to pursue outcomes assessments, procuring the budget and hours necessary for doing more than what already occurs is a difficult order.

CHAPTER 6

SUCCESSFUL OR INNOVATIVE PRACTICES

Respondents were asked to provide information on current practices and future plans related to state level outcomes activities that they considered to be particularly successful or innovative. Answers given were the respondents' personal impressions of efforts that they considered to be worthy of specific mention. There are many important and well known programs and projects that are not included in the responses to this question. Summary data and descriptions presented here are based only on the interview information provided by the respondents directly to the survey interviewers. Table 27 shows the broad categories of states' responses.

Computer/Management Information/Student Data Systems

Ten states specifically mentioned state level computer and/or student data management systems in their responses. Many states, or course, have invested heavily in developing data management systems, often to generate required reports. Respondents mentioning such systems in this interview considered them to have much to offer their states with respect to additional outcomes data in future years. As an example, Nebraska's current system (Special Education Information System) can now track students upon entering a special education program until the time of their exit. The state-level data goal is to extend the program to include post-exit data on these students.

Efforts to develop or refine computer data sets on students with disabilities were also mentioned by the unique states of Guam and the U.S. Virgin Islands.

Table 27
States' Reports of Successful or Innovative Activities Related to Outcomes

Computer/Management Information/Student Data Systems				
Guam	NE	NM	OH	USVI
GA	NH	NY	SC	WI
LA				
General Education Inclusion (General/Special Education Collaboration/Cooperation)				
BIA	FL	KY	NV	RMI
CO	GA	MI	NH	RI
DC	ID	NE		
Transition/Exiting/Follow-up,Follow-along Programs & Data				
AL	HI	MA	NM	PA
AZ	KS	MN	OH	VT
DE	KY	NV	OR	WY
Teacher Assistance/Teacher Support Teams				
ID	MO	OR	PA	RI
Assessment/Measurement/Testing Programs & Development				
AZ	IN	MD	SC	UT
CA	IA	MI	TX	VA
GA	KS	NC	USVI	WY
ID	KY			
Models/Indicator Development				
AR	DE	ID	MO	MN
CT	Guam	IN		
Monitoring/Evaluation of IEP Utility or Effectiveness				
HI	MT	NC	OH	MI
IL				

General Education Inclusion (General/Special Education Cooperation)

This broad category includes states that mentioned specific cooperative or collaborative efforts by departments within state agencies, initiatives that focus on inclusive programs or systems, and state-level policies and actions encouraging joint ventures related to outcomes issues. In some instances (e.g., FL, KY, MI, NH) the responses given reflect long-standing and broadly based efforts to change attitudes and practices of the general education community. These efforts have been successful, and increased collaboration in the future is seen as more probable. In other cases, the respondents referred to specific current and focused collaborative or inclusive efforts that they considered successful. For example, specific assessment projects and initiatives conducted jointly by the assessment division and special education department were mentioned by the respondent from Georgia. The respondents from Idaho and Rhode Island described statewide collaborative efforts among several programs to develop consultative models for the facilitation of general education inclusion of students with disabilities.

Three unique states referred to cooperative efforts in their responses to this question. Programs within the BIA were working together to promote an outcomes orientation. In the District of Columbia, a dropout project has helped the efforts of both general and special education programs. Finally, increased general education help with integration issues was mentioned by RMI.

Transition/Exiting/Follow-up/Follow-along Programs

Fifteen respondents listed activities or programs related to transition and/or follow-up, follow-along for students with disabilities as important state-level endeavors. Recent federal regulations and OSEP priorities have accelerated states' rate of response to these issue, with states trying a wide variety of efforts and plans. Consider, for instance, that Alabama currently has 16 projects related to transition

issues. These projects cover the state and are planned to continue. Oregon and Nevada are implementing similar Youth Transition Program Models. Arizona is emphasizing transition through local councils to be implemented statewide. Kentucky will have school accountability linked to transition evaluations. Texas is implementing a longitudinal study that will examine academic, social, and community related outcomes.

It is clear that federal grant monies have played a major role in the development of transition/follow-up, follow-along programs in more than a few states. While nearly all respondents to this survey stressed the value of transition programs and resulting data, many expressed growing concern about how to continue and expand such efforts. Programs undertaken in conjunction with universities were mentioned often (e.g., HI, KS, NY, OR), and respondents hoped to continue or adapt these efforts.

Teacher Assistance/Teacher Support Teams

Five states (ID, MO, OR, PA, RI) listed the development and/or implementation of teacher assistance/teacher support teams as particularly successful programs in their states. These states indicated that general education inclusion was an essential factor for meaningful outcomes for students with disabilities, and are seeking to address outcomes goals by changing the current processes in their states.

In Idaho, teacher assistance teams are comprised of Chapter 1, LEP, Migrant, and Special Education personnel and emphasize statewide adoption of usable consultative models. In Missouri, teacher support teams are operating on guidelines based on a "total classroom" orientation that regular educators can call on for assistance at any time. Oregon's programs are aimed primarily at students with mild disabilities with a stated goal of establishing a new pattern of service for students while reducing the duplication of assessments and programming that often do not yield appropriate information and alternatives.

Pennsylvania has several Quality Education Initiatives from which instructional support teams have been developed. These teams are to provide comprehensive services to students relying on multiple perspectives and data based decisions. Similarly, in Rhode Island, statewide implementation of teacher assistance teams emphasized multiple perspectives for problem solving. Increased reliance on regular educators has reduced special education referrals in the state.

Assessment/Measurement/Testing Programs and Development

Sixteen respondents specifically mentioned some aspect of outcomes assessment as successful or innovative in their viewpoint. Assessment of educational outcomes has taken many forms, and states' responses mentioning assessment/measurement and/or testing reflect how the variety or approaches is likely to be perpetuated for years to come.

Different states may employ vastly different assessment strategies (U.S.V.I., standardized NRT; VT, portfolio assessment), yet have a similar goal they feel is quite valuable -- to obtain specific information from their data sets on students with disabilities. Other states (e.g., IN, KS) mentioned more philosophically based shifts toward outcomes assessments for students with disabilities that they hope would supplement existing assessment programs.

Other states responding to this question mentioned specific assessment programs or emphases. Curriculum-based assessments were listed by four states (GA, ID, IA, UT), each of which has initiated or plans to initiate significant efforts to gather data they view as more meaningful and useful than they previously have had access to at the state level. Georgia, in particular, has reorganized and condensed its statewide assessment program, which includes but is not limited to, curriculum-based measures.

Performance-based and portfolio assessment programs were reported by six states, (AZ, GA, KY, MD, SC, WY). These states have articulated performance standards

and have invested in the development of accompanying measures for their new systems.

Performance-based and portfolio assessments, of course, are used in other states (e.g., CT, VT). States mentioning them in this response are looking to those states that have already instituted such measures (and elsewhere) for ideas and usable models, especially related to decisions of accountability.

Another group of states (e.g., MO, MI, NC, VA) is developing or instituting objective or criterion-referenced tests and measures. These efforts are intended to either replace or supplement existing programs that are usually large scale, norm-referenced assessments. Some of these criterion-referenced measures complement components that are more performance based. Maryland's program, for example, contains both types of assessment. In Michigan, Experimental Exit Performance Assessments have been developed as a functional test for students with emotional disturbance, mild mental retardation, and vision impairment. These assessments are administered post-exit and are additions to the categorically-based delineation of objectives and standards developed by the Center for Quality Special Education.

Models/Indicator Development

Although states in general continue to point to a lack of sensible and usable models as a barrier, eight respondents did report their states' efforts in this area to be successful or innovative to some degree. Arkansas and Connecticut both discussed the utility of their model-building/outcome indicator efforts from the perspective of long term benefit resulting from difficult work. Such changes are not readily accepted and their impact not easily evaluated, however, these and other states regard the shift toward an outcomes orientation as progressing at varying rates. In Indiana and Idaho, the term "paradigm shift" was used to describe their development efforts related to student outcomes. Indiana's Effectiveness Indicators for Special Education and Special Education Program Improvement Manual was described as

valuable beginning efforts in this shift of focus. Missouri, Minnesota, Delaware and Guam are all developing quality outcomes indicators in their state departments, the latter two making an effort to obtain input from the private sector, the community, and parents regarding important outcomes to be stressed.

Monitoring/Evaluation of IEP Utility or Effectiveness

Students' individual education plans (IEPs) were often mentioned as the "alternative assessment" currently in place for students who did not participate in general education testing. Five states reported efforts to restructure or initiate data collection to include statewide student IEP information. Illinois is embarking on an IEP effectiveness evaluation to answer specific research questions regarding IEP utility, and is requiring input for the evaluation from all joint agreements in the state. Montana, North Carolina, and Ohio plan to track IEP goal attainment for all students on a statewide basis, and Michigan is developing abilities checklists to be used for IEP planning and development that will also yield state level information on student progress and attainment.

APPENDIX A

National Center on Educational Outcomes
Information Form
State Education Agency Contact Person

Key contact person; please list yourself first if possible.

Name: _____
Title: _____
Department: _____
Mailing address: _____
_____
_____
Phone number(s): _____
_____

Alternate contact person

Name: _____
Title: _____
Department: _____
Mailing address: _____
_____
_____
Phone number(s): _____
_____

Please return form to:

The National Center on Educational Outcomes
111 Pattee Hall
150 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455

Pre-Interview Information
National Center on Educational Outcomes

Introduction

The National Center on Educational Outcomes (NCEO) has been established at the University of Minnesota in collaboration with the National Association of State Directors of Special Education. The Center is to provide nationwide leadership in the development of a comprehensive system of educational indicators to describe the educational status and progress of students with disabilities. As part of this mission the Center is summarizing state approaches to outcomes assessment.

Purpose of Survey

The NCEO survey is being conducted to collect information about outcomes assessment and related issues that will be useful to states. The information will be summarized for review by states in a report available in the summer of 1991. Related goals of the survey include:

- Identifying and describing state-level information and data bases.
- Assessing the needs of states for solutions to technical/implementation issues.

Question Topics

Specific question topics of the survey include:

(1) Practices of states in assessing educational outcomes of students with disabilities.

(2) Areas addressed in outcomes assessments.

(3) Extent of participation of students with disabilities in outcomes assessments in general and special education.

(4) Data management, storage, and usage practices.

(5) Needs, problems, and barriers regarding outcomes assessment.

Definitions of Outcome Areas

Outcome:	the result of interactions between individuals and educational experiences.

Achievement: skill development in content areas.

Functional, life maintenance, self help, or other adaptive skills: self-help, personal/social skills, physical development, health/personal welfare, domestic skills, community living skills.

Vocational skills: skills directly related to the preparation of people for employment.

Participation rates: participation in regular education programs, extracurricular activities, and social involvement.

School attainment levels: highest grade or program completed.

Dropout rates: number of students leaving school without a diploma or certificate and before reaching maximum age for service.

Graduation rates: number of students granted a diploma or certificate prior to or upon reaching maximum age for services.

Retention within grade rates: index of the number of students who are not promoted to the next grade each year.

Attitudes/aspirations: beliefs and expectations about school, future goals, quality of life.

Postsecondary experiences or status: employment, living arrangements, extent of welfare or income support.

Questions About Areas of Outcome Assessment

These questions will be asked only for areas in which your state is collecting outcome data:

(1) What information does your state have on the **(area of outcome data)** of students with disabilities?

(2) Is the information collected through a special education effort separate from general education, or do students with disabilities take part in assessments conducted by the general education or assessment units of your state?

(3) What instruments or measures does your state use to collect these data?

(4) For which disabilities are the measures used?

(5) At which age or grade levels, including pre-school or post-school, is the measure used?

(6) Is the measure reported to the state or does someone from the state agency go out and get the information?

(7) What year did the collection of these data begin?

(8) How often are these data collected?

(9) What is done with the data?

(10) Who is the person within the state agency primarily responsible for this data type?

APPENDIX C

National Center on Educational Outcomes

University of Minnesota

INTERVIEW PROTOCOL

STATE : _____ **DATE :** _____

RESPONDENT : _____ **INTERVIEWER :** _____

TIME INTERVIEW BEGAN : _____ **CENTRAL TIME**

Hello, this is _____ from the University of Minnesota. I am calling for the National Center on Educational Outcomes - a collaborative project of NASDSE and the University of Minnesota.

I'm calling today keeping the appointment that has been scheduled with you to gather some information on [state's] current activities regarding the assessment of educational outcomes for students with disabilities.

Within the past week or so, you received a letter and an outline of questions that I will use as a guide for this call. At this time, I would like to ask you about the information in the outline.

The first questions are about your state's practices in collecting and reporting data on educational programs for students. For this survey we are using two guiding principles to define the types of information that we would like you to share with us. First, we are asking only about information collected or reported at the state level. This does not mean, however, that every school in the state has to report the data to the state agency. For example, if a sample of districts report to the state and a state composite is created from the sample, then the information would be considered state-level data.

Second, we know that states routinely collect a great deal of information, but for this survey we are asking specifically about information on the OUTCOMES of education programs.

Later on, we will go through a list of outcomes often mentioned in reports and the literature, but the list is not meant to be all-inclusive. If there are other OUTCOME measures that (state) collects on a state-level basis, we would like to know about them.

Ask: Do you have questions so far that I might answer for you?

[Record Questions]

To begin, I will read the list of types of outcomes information and ask you whether (state) collects that information for students with disabilities. The definitions for each area were included in the pre-interview letter that was mailed to you. The information does not have to be collected through special education efforts only. For example, if some students with mild disabilities participate in testing programs run primarily by the Regular Education staff of the state, we would still consider (state) to have outcomes information for students with disabilities in that particular area.

As we go down the list, please consider any special programs, special studies or research efforts. I will ask detailed questions about the types of information (state) has later on.

Q1. Does [state] have any state-level information on the following:

a.	**Academic achievement** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
b.	**Functional, life maintenance, self-care, or other adaptive behavior** skills of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
c.	**Vocational skills** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
d.	**Participation rates** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
e.	**School attainment levels** (i.e., highest grade or program completed) of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
f.	**Dropout rates** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
g.	**Graduation rates** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
h.	**Retention within grade rates** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
i.	**Attitudes and aspirations** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
j.	**Postsecondary experiences or status** of students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9
if YES k.	Any **other** outcome data for students with disabilities?	NO>>>1	YES>>>2	DK>>>3	MISSING>>>9

→ **INTERVIEWER:** WRITE EACH ONE MENTIONED UNDER "OTHER" BELOW: FILL IN A GRID FOR EACH.

INTERVIEWER: FIND GRIDS FOR WHICH THE RESPONSE WAS "YES."

Now we'll go through each type of data and get specific information about each one. The questions sent to you in the pre-interview letter will be the guide for this portion of the survey."

INTERVIEWER: Find first grid (e.g., academic achievement).

Question for Column 1	What information does your state have on the **[academic achievement]** of students with disabilities? LIST ALL
Question for Column 2	Is this information collected through a Special Education Unit effort separate from general education, or do students with disabilities take part in assessments conducted by the General Education or Assessment Units of your state?
Question for Column 3	What instruments or measures does your state use to collect those data? LIST ALL

INTERVIEWER: At any time the respondent cannot answer about a specific data type: ***GO TO QUESTION FOR COLUMN 10.***

INTERVIEWER: From this point on, the following questions **must** be asked for each **measure** listed in Column 3.

Question for Column 4	For which disability groups is this measure used? PROMPT = federal categories, list attached to protocol
Question for Column 5	At which age or grade levels, including pre or post-school, is this measure used?
Question for Column 6	Is the measure reported to the state or does someone from the state agency go out to get the information?
Question for Column 7	What year did the collection of these data begin?
Question for Column 8	How often are the data collected? (Probe=1 time per year; every 3 years)
Question for Column 9	What is done with the data? (Probe = report to the federal government)
Question for Column 10	Who is the person within the state agency primarily responsible for this data type?

INTERVIEWER: Repeat questions for Columns 1-10 for each grid.

Choose A, B, or C accordingly.

INTERVIEWER:

(A) **PARTICIPATION IN REGULAR EDUCATION**

If respondent has said that students with disabilities take part in assessments conducted by the General Education Unit of the state, reaffirm this part by saying, **"You indicated that at least some special education students take part in tests given to General Education students. Now I'd like to ask a few follow-up questions about their involvement."**

[continue with Q2a]

(B) **NO PARTICIPATION IN REGULAR EDUCATION**

If respondent has said that **no** students with disabilities take part in tests given to General Education students, reaffirm this point and continue with Q4 on page 7.

(C) **UNCERTAIN ABOUT PARTICIPATION IN REGULAR EDUCATION**

If respondent has said no or not clearly indicated whether or not students with disabilities take part in tests given to General Education students. Clarify by saying, **"I'd like to make sure I understand whether students take part in tests given to General Education students."** Then ask:

Q2. Do any students with disabilities take part in tests given to General Education students that are collected and/or reported at the state level?

NO >>>>>>>>>>>>>>>>>>> 1 >>>>> *(GO TO P7, Q4)*
YES >>>>>>>>>>>>>>>>>>> 2
DON'T KNOW >>>>>>>>>> 3 >>>>> *(GO TO P7, Q4)*
MISSING DATA >>>>>>>>>> 9
NOT APPLICABLE >>>>>>>> 0

Q2a. What decision rules or guidelines are used to determine which students participate and which are excluded? For example, is it the student's disability category, level of service received, degree of impairment, or some other factor?

Q2b. Who makes the decision to include or exclude a student with disabilities regarding the outcomes assessment in general education? (e.g., state official, building principal, classroom teacher)

Q2c. Are these decision rules formal or informal? For example, are there written guidelines that must be followed:

FORMAL >>>>>>>>>>>>>>> 1
INFORMAL >>>>>>>>>>>>>>> 2 >>>>> *(GO TO Q2e)*
DON'T KNOW >>>>>>>>>>> 3 >>>>> *(GO TO Q2e)*
MISSING DATA >>>>>>>>>> 9
NOT APPLICABLE >>>>>>>> 0

Q2d. Would you share a copy of these guidelines with the Center?

NO >>>>>>>>>>>>>>>>>> 1
YES >>>>>>>>>>>>>>>>>> 2 **[FLAG]**
MISSING DATA >>>>>>>>>> 9
NOT APPLICABLE >>>>>>> 0

Q2e. Can students with disabilities who participate in the assessments be identified in the data set?

NO >>>>>>>>>>>>>>>>>>> 1
YES >>>>>>>>>>>>>>>>>>> 2
DON'T KNOW >>>>>>>>>>> 3
MISSING DATA >>>>>>>>>> 9
NOT APPLICABLE >>>>>>>> 0

Q2f. About how many students with disabilities do you believe participate each year in the assessments conducted for students without disabilities?

_____ Number _____ Percentage

Q2g. Can you tell me the name of a contact person either in the general education or assessment unit of your state whom I might contact for further information regarding the extent of participation of students wih disabilities or the data set in which they are included?

_____ Name _____ Office

I'd like to follow up with some information about possible accommodations for students with disabilities in outcomes assessments.

Q3. What accommodations or special provisions are made for students with disabilities in outcomes assessments conducted either by the general education unit or special education unit of (state)?

Q3a. Are there written guidelines on these accommodations?

NO >>>>>>>>>>>>>>>>>>>	1	>>>>>	*(GO TO Q4)*
YES >>>>>>>>>>>>>>>>>>>	2		
DON'T KNOW >>>>>>>>>>>	3	>>>>>	*(GO TO Q4)*
MISSING DATA >>>>>>>>>>	9		
NOT APPLICABLE >>>>>>>>	0		

Q3b. Would you be willing to share a copy of those guidelines?

NO >>>>>>>>>>>>>>>>>>>	1	
YES >>>>>>>>>>>>>>>>>>>	2	[FLAG]
DON'T KNOW >>>>>>>>>>>	3	
MISSING DATA >>>>>>>>>>	9	
NOT APPLICABLE >>>>>>>	0	

Q4. Are alternative assessments of outcomes used for students with disabilities who are not able to participate in the same assessments given to their peers without disabilities?

NO >>>>>>>>>>>>>>>>>>>	1	>>>>>	*(GO TO P8, Q5)*
YES >>>>>>>>>>>>>>>>>>>	2		
DON'T KNOW >>>>>>>>>>>	3	>>>>>	*(GO TO P8, Q5)*
MISSING DATA >>>>>>>>>>	9		
NOT APPLICABLE >>>>>>>>	0		

Q4a. Please describe the alternative procedures used.

Now I'd like to ask just a few questions about (state's) information and computer systems.

5. Does (state) maintain a computer-based data set on its students with disabilities?

NO >>>>>>>>>>>>>>>>>>>> 1 >>>>> *(GO TO P9, Q6)*
YES >>>>>>>>>>>>>>>>>>>> 2
DON'T KNOW >>>>>>>>>>>> 3 >>>>> *(GO TO P9, Q6)*
MISSING DATA >>>>>>>>>>> 9
NOT APPLICABLE >>>>>>>>> 0

5a. Does the data include information about outcomes assessments?

NO >>>>>>>>>>>>>>>>>>>> 1
YES >>>>>>>>>>>>>>>>>>>> 2
DON'T KNOW >>>>>>>>>>>> 3
MISSING DATA >>>>>>>>>>> 9
NOT APPLICABLE >>>>>>>>> 0

5b. Who is the person in the state agency or who is hired as a consultant who is responsible for the data set or who knows the computer systems in use?

_____

5c. Could you give me a phone number that Center personnel could use to contact _____(name)_____ in the future?

_____

6. If you have any written materials concerning outcomes assessment or other data (perhaps summary reports) that concern students with disabilities, would you be willing to share them with the Center?

NO >>>>>>>>>>>>>>>>>>>	1	
YES >>>>>>>>>>>>>>>>>>>	2	[FLAG]
DON'T KNOW >>>>>>>>>>>	3	
MISSING DATA >>>>>>>>>>	9	
NOT APPLICABLE >>>>>>>>	0	

7. Does the state have a required or recommended IEP form?

NO >>>>>>>>>>>>>>>>>>>	1	>>>>>	*(GO TO P10, Q8)*
YES >>>>>>>>>>>>>>>>>>>	2		
DON'T KNOW >>>>>>>>>>>	3	>>>>>	*(GO TO P10, Q8)*
MISSING DATA >>>>>>>>>>	9		
NOT APPLICABLE >>>>>>>>	0		

7a. Can we have a copy of the form?

NO >>>>>>>>>>>>>>>>>>>	1	
YES >>>>>>>>>>>>>>>>>>>	2	[FLAG]
DON'T KNOW >>>>>>>>>>>	3	
MISSING DATA >>>>>>>>>>	9	
NOT APPLICABLE >>>>>>>>	0	

I would like to ask about your concerns, barriers, or problems related to the assessment of educational outcomes for students with disabilities.

8. What problems or barriers have you encountered or do you anticipate in the areas of developing, implementing, reporting, or using outcomes information on a statewide basis?

9. What type of assistance is needed in order to solve these problems?

Now, to end the survey, I'd like to change from talking about problems to asking about important activities in your state that you believe we should know about.

10. What is happening in (state) that you believe is particularly successful or innovative in relation to the assessment of outcomes for students with disabilities? For example, are you trying alternative assessments, or have new ideas under development?

Thank you for the time you've taken to answer these questions and to help us better understand what your state is doing in assessing students with disabilities.

You will receive a summary of the results as soon as they are compiled. The report will be ready sometime in the summer.

I'd like to close by asking you to please send us the documents you indicated your willingness to share. Those documents were:

( ) a. Exclusion / Inclusion decision rules,
( ) b. Accommodation / Special provision guidelines,
( ) c. State IEP form,
( ) d. Other relevant outcomes documents or reports.

If you have further thoughts about the things we've discussed, or want to contact me for any purpose, please feel free to do so. My number is _____. You can also call Jim Shriner who is coordinating this survey. His number is (612) 626-1530.

TIME INTERVIEW ENDED: _____CENTRAL TIME

TOTAL INTERVIEW TIME: _____MINUTES

NATIONAL CENTER ON EDUCATIONAL OUTCOMES
SURVEY OF STATE PRACTICES

ITEMS REQUESTED FROM STATES THROUGH INTERVIEW

STATE _____ DATE _____

RESPONDENT _____ INTERVIEWER _____

( ) EXCLUSION / INCLUSION DECISION RULES

( ) ACCOMMODATIONS / SPECIAL PROVISIONS GUIDES

( ) STATE IEP FORM

( ) OTHER RELEVANT DOCUMENTS OR REPORTS

NOTES :

APPENDIX D

MATERIALS FROM STATES

NOTE: The materials and documents listed in this appendix were provided to NCEO during the first year of the Center's operation. Some materials were provided in direct response to the survey of state practice, while others were obtained through the literature synthesis activity. They are presented here in 10 categories.

1. Inclusion/Exclusion and Accommodations Guidelines
2. Due Process Forms (IEP's, referrals, etc.)
3. Data Forms (Demographic, Program)
4. Instruments (Non-Program)
5. Reports From States: Demographic/Program
6. Reports From States: Achievement
7. Reports From States: Follow-Up/Transition
8. Reports From States: Other Documents
9. Policy Related State Documents
10. General Documents

1. ACCOMMODATIONS AND INCLUSION/EXCLUSION GUIDELINES

Regulations and Accommodations for Exceptional Students. (AL)

The Handbook of Administrative Procedures for the Alabama High School Graduation Examination. (AL)

Statewide Report for Arizona Pupil Achievement Testing. (AZ)

Special Education Regulations for "Competency Based Education Act." (AR)

Guidelines for the Exemption of Special Education Students from the Connecticut Mastery Test. (CT)

Delaware Education Assessment Program. (DEAP) (DE)

Florida State Board Rules. (FL)

Student Assessment Handbook. (GA)

District Accommodations Team. (HI)

The Hawaii State Test of Essential Competencies. (HSTEC) (HI)

1. ACCOMMODATIONS AND INCLUSION/EXCLUSION GUIDELINES-cont.

Statewide Testing Program Regulations. (HI)

Test Coordinators Guide. (ID)

Memorandum Regarding: Participation of Handicapped Students in the Indiana Statewide Testing for Educational Progress. (ISTEP) (IN)

Indiana's Effectiveness Indicators for Special Education. (IN)

Juveniles: The Interface Between Corrections and Education (Guidelines). (ME)

Policies and Procedures for Modifications and Exclusions. (ME)

Exemption Procedures for Students with Disabilities. (MD)

Suggested Assessment Modifications for Competency Testing of Handicapped Students. (MD)

Accommodations Related to the Maryland School Performance Assessment Program (MSPAP) for Special Education and Non- English Proficient Pupils. (MD)

Policy and Regulations for the Massachusetts Testing Program. (MA)

Michigan Educational Assessment Program. (MI)

State Plan for Part B of the Education of the Handicapped Act. (MD)

Assessment: General Information. (MT)

Special Education High School Graduation Requirements. (NJ)

Memorandum Regarding: Reporting Students Exempted from Statewide Testing. (NM)

Guidelines for Testing Exceptional Students. (NC)

Memorandum Regarding: Statewide Testing of Exceptional Students. NC)

Alternative Testing Techniques. (NY)

Ohio's Statewide Testing Program: Rules for High School Proficiency Testing. (OH)

1. ACCOMMODATIONS AND INCLUSION/EXCLUSION GUIDELINES-cont.

The High School Diploma and Alternative Awards. (OK)

Oregon Administrative Rules. (OR)

1991 Handbook for Test Coordinators. (PA)

Handicapping Conditions? Exceptionalities. (TN)

Allowable Administration Modifications for Testing. (TN)

Criteria for Excluding Students from the Statewide Testing Program. (UT)

Guidelines for Testing Students with Handicapping Conditions in the Literacy Testing Program. (VA)

Memorandum Regarding: Accommodations. (WA)

Regulations for State/County Testing Program. (WV)

Statewide Testing of Educational Progress. (WV-STEP) (WV)

Position Paper and Guidelines on Competency Testing of Special Education Students. (WI)

The Testing of Exceptional Educational Needs Students with the Third Grade Reading Test: Guidelines for Non-discriminatory Testing. (WI)

2. DUE PROCESS FORMS (IEP's, referrals, etc.)

Miscellaneous Due Process Forms. (AL)

IEP form and Instructions. (AK)

IEP. (AR)

IEP. (CNMI)

IEP. (DC)

IEP. (GA)

IEP (Old and Current). (HI)

2. DUE PROCESS FORMS (IEP's, referrals, etc.)-cont.

Procedural Guidelines: Individualized Education Program (IEP) Plans for Disabled Students. (HI)

IEP. (ID)

Individual Transition Plan. (ID)

The IEP Handbook. (LA)

IEP. (RMI)

Instructions for the Completion of the Individualized Educational Plan. (IEP). (MA)

Handbook for the State Recommended IEP. (MN)

Minnesota Eligibility Criteria. (MN)

IEP. (MT)

The Development of the IEP in New Jersey. (NJ)

IEP and Instructions. (NC)

IEP. (OK)

IEP. (RI)

IEP. (SC)

IEP. (TN)

Student Referral Form. (TN)

Miscellaneous Due Process Forms. (TN)

Sample form for the Child-Centered Special Education Process. (TX)

Required Special Education Paperwork. (UT)

Accepted Test List for Special Education. (VT)

IEP. (VT)

2. DUE PROCESS FORMS (IEP's, referrals, etc.)-cont.

Parental Input for Evaluation Plans. (VT)

IEP. (VA)

Major Principles Serving as the Foundations for the West Virginia Special Education Evaluation Review System. (WV)

IEP. (WI)

IEP and miscellaneous Due Process forms. (WY)

3. DATA FORMS/REPORTS (DEMOGRAPHIC/PROGRAM)

The Handbook of Administrative Procedures for the Alabama High School Graduation Examination. (AL)

Statewide Report for Arizona Pupil Achievement Testing. (AZ)

Evaluation of IEP Effectiveness. (AR)

Evaluation of Instruction and Related Services Effectiveness. (AR)

Evaluation of Assessment Effectiveness. (AR)

Evaluation of Staff Development Effectiveness. (AR)

Draft of Standards for Evaluating the Quality of Secondary Special Education, Transition, and Adult Service Programs. (CA)

California State Department of Education Baseline Data Form. (CA)

Student Follow-Up Form. (CA)

Student Questionnaire: Transcript Partnership Project West End. (SEPCA) (CA)

Teacher Questionnaire: Transition Partnership Project West End. (SEPCA) (CA)

Colorado Special Education Quality Indicators Project. (CO)

Delaware High School Graduate Information. (DE)

3. DATA FORMS/REPORTS (DEMOGRAPHIC/PROGRAM)-cont.

State of Delaware Student Identification Information and Transition Plan Information. (DE)

Form for Report of Delaware Public School Dropouts. (DE)

Delaware High School Follow-Up Survey Form. (DE)

Stakeholder Satisfaction Questionnaires. (DC)

Report List. (LA)

Louisiana Network of Special Education Records: Data Elements and Definitions for the LANSER Project. (LA)

Special Education Forms. (ME)

Questionnaires: High School Follow-up, Telephone, Employer. (MD)

Special Education Student Information System. (NE)

Vocational Education Program Enrollment. (NH)

Annual Statement of Program. (NH)

New Hampshire Special Education Program Improvement Partnership. (NH)

New Hampshire High School Vocational Education Follow-up and Employer Questionnaires. (NH)

Eligibility Conference Report. (NJ)

District Assessment Guide. (NM)

Instructions for Completing the New Mexico Department of Education Special Education Census Report. (NM)

North Carolina Department of Public Instruction Secondary Vocational Education Completer Follow-up. (NC)

Special Populations Information Form. (ND)

Measuring the Momentum Toward Excellence: A Special Education Self-Appraisal Guide. (OH)

3. DATA FORMS/REPORTS (DEMOGRAPHIC/PROGRAM)-cont.

Data Definitions for Handicapped Child Census. (OR)

PENNDATA: Individuals with Disabilities Information System. (PA)

File Definition Report and miscellaneous data forms. (VT)

Virginia Educational Performance Recognition Program. (VA)

Wisconsin Pupil Accounting System: Final Report of the Pupil Accounting Committee. (WI)

4. INSTRUMENTS (NON-PROGRAM)

Observations Checklist and Form/Environmental, Cultural, Economic Concerns Checklist. (AL)

The Colorado Statewide Follow-up Survey of Special Education Students. (CO)

Colorado Special Education Quality Indicators Project: Special Education Services Staff Survey. (CO)

Colorado Special Education Quality Indicators Project: Student Activity and Satisfaction Survey. (CO)

Student Questionnaire. (DE)

Illinois Goal Assessment Program Information Bulletin. (IL)

Illinois Goal Assessment Program: Reading Sample Grades 3, 6, 8, 11; Mathematics Sample Grades 3, 6, 8, 11; Language Arts and Writing Assessments. (IL)

Iowa Statewide Follow-up Study of Special Education Graduates and Dropouts: Interviewer Handbook, Survey Questionnaire and Summary Sheet. (IA)

Description of the MEAP Proficiency Scales. (MA)

Missouri Mastery and Achievement Tests. (MO)

North Carolina Minimum Skills Diagnostic Tests. (NC)

Ninth Grade Proficiency Test Fact Sheets in: Citizenship, Mathematics, Writing, and Reading. (OH)

4. INSTRUMENTS (NON-PROGRAM)-cont.

Practice Tests and Instructions for Administering the Ohio Ninth Grade Proficiency Tests. (OH)

Vermont Writing Assessment: The Pilot Year and Sample Report. (VT)

The Vermont Mathematics Portfolio: What it is, How to use it. (VT)

5. REPORTS FROM STATES: DEMOGRAPHIC/PROGRAM

School Enrollment Data. (CNMI)

The State and Its Educational System. (CT)

Exiting Status of Students Leaving Exceptional Education Programs in Florida, 1987-88. (FL)

Quality of Life Indicators of Graduates and Non-Graduates in Two Florida School Districts (FL)

Data on Vocational Education Enrollment of Handicapped Students. (FL)

Special Education Data Booklet. (GA)

Maine Special Education Summary Report. (ME)

Attendance and Truancy Rates in Massachusetts Public Schools. (MA)

Dropout Rates in Massachusetts Public Schools: 1989. (MA)

Suspensions in Massachusetts Public Schools: 1988-1989. (MA)

Did You Know? (NH)

Effective Practices in Place. (NH)

Seriously Emotionally Disturbed Dropouts and Graduates. (NH)

Special Education: A Statistical Report for 1989-90. (NJ)

New Mexico Accountability Report. (NM)

5. REPORTS FROM STATES: DEMOGRAPHIC/PROGRAM-cont.

Dropout Rates in Oregon High Schools: The First Year of the Student Accounting System. (OR)

Report of Third Grade Students Tested and Not Tested. (WI)

Special Education Enrollment Analysis. (WI)

Special Education Enrollment Summaries. (WI)

Federal Childhood Comparison of Public/Private School Enrollment by Agency Name. (WI)

6. REPORTS FROM STATES: ACHIEVEMENT

Statewide Report for Arizona Pupil Achievement Testing. (AZ)

Guide to the 1990 Illinois State Assessment (RESULTS). (IL)

On Their Own: Student Response to Open-Ended Tests in Reading, Social Studies, and Mathematics. (MA)

Massachusetts Basic Skills Tests: 1990 Results. (MA)

Follow-Up Study of BEP Summer School Students. (NC)

North Dakota 1990 Research Results (State-Wide Tests Grade 3). (ND)

South Carolina Basic Skills Assessment Program: 1989-90 Results. (SC)

7. REPORT FROM STATES: FOLLOW-UP/TRANSITION

Parent Reports on the Transitions of Students Graduating from Colorado Special Education Programs in 1978-79. (CO)

The Colorado Statewide Follow-Up Survey of Special Education Students. (CO)

Iowa Statewide Follow-Up Study: Adult Adjustment of Individuals with Behavior Disorders One Year After Leaving School. (IA)

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Iowa Statewide Follow-Up Study: Adult Adjustment of Individuals with Behavior Disorders One Year after Leaving School. (IA)

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Iowa Statewide Follow-Up Study: Adult Adjustment of Individuals with Mental Disabilities One Year After Leaving School. (IA)

Iowa Statewide Follow-Up Study: Adult Adjustment of Individuals with Mild Disabilities One Year After Leaving School. (IA)

Adult Adjustment of Recent Graduates of Iowa Mental Disabilities Programs. (IA)

Are Adolescents with Learning Disabilities Successfully Crossing the Bridge into Adult Life? (IA)

Memorandum and Data Report of Students Exiting Special Education: School Year 1989-1990. (IN)

Study of Students Who Have Exited Special Education in Kentucky. KY)

Transitional Services For Handicapped Youth. (KY)

Impact and Effectiveness of Transition Service Programs: A Self Evaluation System. (ME)

Coming of Age in Maine. (ME)

Transition of 1981 Special Education High School Graduates into Employment and Further Education. (MD)

Survey of Occupationally Prepared Graduates. (MD)

A Follow-Along Study of Special Education Students Who Have Exited Secondary Programs in Prince George County, Maryland: Final Report. (MD)

Excellence at Work. (MD)

Massachusetts Exit Facts. (MA)

Follow-Up 89. (MN)

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A Follow-Up Study of Former Students with Mild and Moderate Retardation: Current Life Status and Person-Environment Factors Associated with Post-School Success. (NE)

The Effectiveness of Special Education In Developing Life Skills of Students. (TX)

Vermont Post-School Indicators Project. (VT)

Handicapped Children and Youth Exiting the Educational System for Various Reasons During 1988-89 by Primary Handicap. (WI)

8. REPORTS FROM STATES: OTHER

Measurable Outcomes and Goals Against Which Special Education Programs can be Evaluated. (CA)

Effectiveness of Early Special Education for Handicapped Children. (CO)

Early Childhood Education Programs for Children with Handicaps and Children with Limited English Proficiency in Colorado. (CO)

Special Education Effectiveness Development System. (SEEDS) (DE)

Focus on Outcomes, Document 3: Comparison of Graduates and Non-Graduates of Programs for Students with Handicaps in Two Florida School Districts. (FL)

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An Assessment of Concerns, Problems, and Issues Related to Hawaii's Special Education Program. (HI)

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Hawaii Department of Education Summary Return Report. (HI)

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Breakthrough: Successful Special Education Programs in High School. (NJ)

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New Directions for a New Decade: A Report of the Special Commission on Special Education. (VT)

Vermont Education (Quarterly Publication). (VT)

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The Handbook of Administrative Procedures for the Alabama High School Graduation Examination. (AL)

California Department of Education Definition of Transition. (CA)

Transition: A Philosophical Statement. (CA)

Strategies for Excellence: Colorado State Board of Education Goals. (CO)

Plan for Statewide Evaluation of Special Education Programs. (CT)

Florida State Board Rules. (FL)

Minimum Student Performance Standards for Florida Schools. (FL)

Florida Statutes and State Board of Education Rules. (FL)

Student Assessment Handbook. (GA)

Georgia Statewide Student Assessment Program. (GA)

District Accommodations Team. (HI)

The Hawaii State Test of Essential Competencies (HSTEC). (HI)

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Statewide Testing Program Regulations. (HI)

Special Education Program Improvement Manual. (IN)

Helping Children Succeed: Strategies for Increasing the Aspirations of Maine's Youth. (ME)

State Board of Education Curriculum Rules. (MN)

Educational Standards for New Mexico Schools. (NM)

Special Education Reform: ACT 230. (VT)

Disguising Vermont's Common Core of Learning. (VT)

Memorandum Regarding: Washington's Testing Program. (WA)

School Performance Report. (WI)

Accreditation Timeline. (WY)

10. GENERAL DOCUMENTS

Issues in Questionnaire Design. (CA)

Follow-Along Model Research Questions. (CA)

Resources in Special Education: Catalog of Special Education Publications and Media. (CA)

Listing of Resources in Special Education Library Holdings. (CA)

A Methodological Review of Follow-Up and Follow-Along Studies Tracking School Leavers from Special Education. (CA)

Executive Summary: Interagency Transition Demonstration Sites. (CA)

An Evaluation of the Effectiveness of Special Education Programming at the Secondary Level Based on Student Outcome and Program Quality Indicators. (CO)

Using a Tracking System to Impact Instructional Programs for Handicapped Youth. (FL)

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Assessment Division Overview. (GA)

A Research-Based Attribute Structure for School Accountability. (GA)

Assessment Handbook: A Guide for Assessing Illinois' Students. (IL)

Fact Sheet: Division of Special Education. (ME)

Outcome Indicators for Special Education. (MI)

Memorandum Regarding: Outcome Based Graduation Standards. (MN)

The Future of E/BD Services In An Outcome Based Educational Environment.(MN)

Special Education Program Effectiveness Evaluation: Making it Work. NE)

New Hampshire Special Education Program Improvement Process. (NH)

A Plan to Revise Special Education in New Jersey: An overview of Pilot Project Outcomes. (NJ)

An Evaluation of the Plan to Revise Special Education in New Jersey. (NJ)

Guide to Test Development. (NC)

Part 200 Management System for Special Education. (NY)

Planning for Graduation: How will you do? (OH)

Futures Forum. (OH)

Ohio Speaks. (OH)

Education Management Information System. (OH)

Ohio's Statewide Testing Program: Update on Achievement and Ability testing. (OH)

Ohio's Statewide Testing Program: Learning Outcomes for High School Proficiency Testing. (OH)

Ohio Department of Education Test Information. (OH)

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Explanation: Rights of Handicapped Children and Parent Responsibilities. (TN)

Working Together to Show Results: An Approach to School Accountability for Vermont. (VT)

Large Scale Portfolio Assessment: Ideological Sensitivity and Models for Implementation. (VT)

Rising Costs of Handicapped Education Programs. (WI)

APPENDIX E

Area: _____

Grid page 1

Information	Assessor	Instrument/Measure	Disability Group(s)	Grade/Age Levels

ASK FOR EACH MEASURE

Grid page 2

How Collected	Initiation	Frequency

Grid page 3

Purpose/Use	Person Responsible

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National Center on Educational Outcomes
Summary Profile

Respondent(s):_____

1. Your state has the following state-level information:

- ☐ Academic Achievement
- ☐ Participation Rates
- ☐ Dropout Rates
- ☐ Retention Within Grade Rates
- ☐ Postsecondary Experiences or Status
- ☐ Vocational Skills
- ☐ School Attainment Levels
- ☐ Graduation Rates
- ☐ Attitudes and Aspirations
- ☐ Functional, life maintenance, self-care, or other adaptive behavior skills

☐ Other _____

2. Students participate in assessments of regular education unit or assessment unit:

☐ yes ☐ no ☐ didn't know

a. Rules or guidelines used for inclusion/exclusion decisions:

- ☐ degree of impairment
- ☐ percent of time in regular education
- ☐ student specific characteristics
- ☐ locally determined
- ☐ level of service received
- ☐ courses for which student is mainstreamed
- ☐ all mainstreamed students participate

b. Decision made by:

- ☐ student
- ☐ local principal
- ☐ state agency personnel
- ☐ IEP Team (multi-disciplinary team or child study team)
- ☐ parent
- ☐ classroom teacher
- ☐ Testing Unit Personnel
- ☐ local control

(Question 2 continued)

c. These decisions rule are:

☐ formal ☐ informal ☐ didn't know

e. Students with disabilities can be identified in the data set:

☐ yes ☐ no ☐ didn't know

f. Number or percentage of students participating each year in the assessment conducted for students without disabilities:

☐ number ☐ percentage ☐ didn't know

3. Accommodations or special provisions in assessments:

☐ flexibility of time
☐ alternate presentation
_____ Braille
_____ oral reading
_____ sign language
_____ other_____
☐ IEP team determined accommodations

☐ flexibility of setting
☐ alternate response mode
_____ computer
_____ oral response
_____ sign language
_____ other_____
☐ locally determined

4. Alternative assessments are used for students who are not able to participate in the same assessments given to their peers:

☐ yes ☐ no ☐ didn't know

a. alternative procedures used:

☐ evaluation component of the IEP
☐ not reported to state
☐ locally determined substitutes

5. **Your state maintains a computer-based data set on its students with disabilities:**

☐ yes ☐ no ☐ didn't know

a. includes information about outcomes:

☐ yes ☐ no ☐ didn't know

6. **You have written materials concerning outcomes assessment to share with the Center:**

☐ yes ☐ no ☐ didn't know

_____ received
_____ not received

7. **Your state has a required or recommended IEP form:**

☐ yes ☐ no ☐ didn't know

8. **You identified the following problems or barriers related to assessment of educational outcomes:**

☐ money
☐ lack of technical expertise
☐ LEA concerns about data use
☐ lack of usable models for assessment
☐ union resistance
☐ logistical problems (e.g., rural areas)
☐ time
☐ poor definitions
☐ Legislative interference
☐ teacher resistance to additional data collection
☐ inadequate assessment tools

9. **Types of assistance needed to solve these problems:**

☐ guidance from OSEP
☐ staff
☐ money
☐ guidance from policy groups
☐ time
☐ awareness of value of outcomes information

10. Successful or innovative practices or plans regarding outcomes:

Recently instituted program called the *Youth Transition Program*. It is a local school and Vocational Rehabilitation Offices effort. The program brings together field counselors, special education teachers, and job coaches. Its primary focus is to privide job training and placement for students who don't need ongoing support. Mostly aimed at mildly disabled students but can include more severely disabled students. It is attempted to establish a new pattern of service. Hopefully it will result in the reduction of duplication of assessment and programming services.

Please return within 7 days to:

National Center on Education Outcomes
University of Minnesota
111 Pattee Hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455
Phone: (612) 626-0323
FAX: (612) 624-9344

If not returned within 7 days we will assume the summary profile is accurate.

Narrative Summary of State-Level Outcomes Information
STATE

Participation Rates

In the area of participation rates, you indicated that your state collects information on the number of students with each handicapping condition, and the number of these students in regular classes, resource rooms, and special classes. These data are collected on all students with disabilities from birth to age 21 through a special education effort once each year using the STATE data collection tables, which are based on the federal forms. This effort started when required by the federal government (1977). Local districts provide the information to the state, and the state compiles it to report to the federal government. These data are also used for program planning and to stimulate transition planning at local levels.

Exit Data

Both dropout rate and graduation rate are collected on all students of ages 14 and above with disabilities through a special education effort. The information is collected annually using the STATE data tables, which are similar to the federal forms. Local districts collect the information, then the state compiles it and reports in to the federal government. These data have been collected since required (1978).

Retention Within Grade Rates

You indicated that in the area of retention within grade, your state collects information on all student with disabilities and at all grade/age levels. It is not known when this assessment effort started. These data are collected annually, presented in a report, and used to provide the state department with basic information on school districts.

APPENDIX G

ACADEMIC ACHIEVEMENT ASSESSMENT ACTIVITIES

ALABAMA

Alabama collects information using the state-developed Basic Competency Tests (grades 3, 6, 9), and the state-developed Alabama High School Graduation Exam (AHSGE) (grade 11, 12), both of which are part of Alabama's Basic Competency Education Program. Alabama also administers the Stanford Achievement Test (grades vary by district, but all administer it in grades 4 and 8). With the state-developed tests, information is collected in reading, language, and math through a general education effort that started approximately ten years ago (about 1980). The Basic Competency Tests are administered once during the year (in the designated grades) while the Graduation Exam is administered twice (fall and spring) in grades 11 and 12 (Students first take the exam in the fall of 11th grade so that those failing have additional opportunities to pass as they proceed in school). All students on IEP's participate in these assessments "if appropriate"; this generally means that only those with severe disabilities are excluded. Alabama also indicated that tight security is used for these tests. The Basic Competency Tests are delivered to schools by the state, and are proctored by local and state people during administration. The data are collected and brought to the state, then sent to testing companies for scoring. The state collects data for the Graduation Exam. The Basic Competency Tests results are used to guide instruction whereas the Graduation Exam results are used to determine whether the student has met part of the state board approved graduation requirements.

The Stanford Achievement Test is also used as part of a general education effort one time during each of the district-designated grades. Students with disabilities participate in this assessment if it is deemed appropriate by the IEP Committee. Local districts give this test and send the information to the state. The Stanford has been used for approximately 6-8 years (since about 1985), replacing the California Achievement Test. Alabama reported that the results from the Stanford are used to guide instruction.

ALASKA

Alaska collects information using the Iowa Test of Basic Skills in grades 4, 6, and 8. All areas in the test are used, which includes reading (including vocabulary), language (including spelling) and math. All achievement data are collected annually (in designated grades) through a general education effort. It is not known when this assessment effort started. All students with disabilities participate in the assessment, unless it is specifically stated in the IEP that this measurement is inappropriate for the child. The information that is collected is presented in an annual report, and is used to provide the state department with basic information on school districts. Those districts performing at lower levels are provided assistance.

ARIZONA

Arizona collects information on reading, math, and language arts using the Iowa Test of Basic Skills and the Tests of Achievement and Proficiency. Administration of these instruments is required in grades 2-11, and optional in grades 1 and 12. The information is collected once each year. The effort began about 10 years ago. All students with disabilities can participate, depending on local decisions. The tests are administered locally. A contractor scores the tests and submits reports to the local units and state unit. The information is thus used to produce both state and local reports.

ARKANSAS

Arkansas collects information using both state-developed Minimum Performance Tests (grades 3, 6, 8) and the Metropolitan Achievement Test (grades 5, 7, 10). With state-developed tests, information is collected on reading achievement in grades 3, 6, and 8, on math achievement in grade 3, and on language arts, social studies, and science in grades 6 and 8. With the Metropolitan, information is collected on reading (including word knowledge and word analysis), math, language (including spelling), science, and social studies in grades 5, 7, and 10. All achievement information is collected once during the year (in the designated grades) through a general education effort that started in approximately 1983. All students with disabilities participate in the state-developed tests "if applicable." Only those students with disabilities who are receiving resource level help are included in the Metropolitan testing (i.e., those in self-contained classes are excluded). Arkansas also indicated that the data from the tests are sent by the state to an outside contractor, who returns a report to the state. The Minimum Performance Test is used in grades 3 and 6 to formulate an academic improvement plan, and in grade 8 to determine promotion to 9th grade. The Metropolitan is used internally to assess school district performance and is included in state reports.

CALIFORNIA

California uses the California Assessment Program (CAP) to collect information on reading comprehension, math calculation, spelling, and written language at grades 3, 6, 8, and 12. These data have been collected annually (in the designated grades), from the mid 1970s up until this year. The system was suspended and a new approach will be pilot-tested during 1991-92. In the former system, group tests were administered by local schools and sent to the state. The information was used to produce school district and state level scale scores. Scores also were obtained through a matrix sampling procedure for subgroups, such as students in resource and special programs, but individual student scores were not available.

CONNECTICUT

Connecticut collects information on achievement in math, language arts, and writing in grades 4, 6, and 8 using the Connecticut Mastery Test (CMT), a state-developed criterion-referenced measure. This is a general education effort that is implemented at the local level but managed at the state level, with scoring and reporting also done at the state level. The CMT has been administered one time per

year (in the designated grades) since 1985. Students with disabilities have participated since 1989-90. While any student with a disability may participate, 60-75% of those who do are students with mild disabilities (LD, SED). Data from the CMT are used for a variety of purposes, including (1) assessing students' basic skills and need for remedial help, (2) accountability and equity issues, and (3) assessing outcomes for special education.

DELAWARE

In the area of academic achievement, Delaware indicated that the general education unit collects math, reading, and language arts data using the Comprehensive Test of Basic Skills (CTBS) for all students (excluding those with the most severe disabilities) in grades 3, 6, 8, and 11. Contractors collect data in the districts and submit the data to the state once a year. The state has been collecting this information over 10 years and uses it to report back to the school, the districts, and to Chapter 1. The special education unit also collects grades in all course work for all secondary-level students. Districts submit transcripts from 9th grade and the year of exit to the state, and the state uses the information for decisions about transition. This data collection began in 1989.

FLORIDA

Florida uses a state developed criterion-referenced test to collect information on minimum student-performance standards for all students in 11th grade, including those with disabilities (specifically learning disabilities, educable mental handicaps, emotional handicaps, physical impairments, hearing impairments, speech, and language impairments). In the future, Florida will have a writing test and a norm-referenced test for all students in grades 4, 7, and 10. In the past (until 1990) students in grades 4, 7, and 10 took the Minimum Student-Performance Standards Test. The state started the testing in 1977 following the Education Accountability Act. Data are collected annually by local districts and are reported to the state. The assessment unit analyzes all the information (for regular and special education) and reports it back to the districts.

GEORGIA

Georgia collects information on reading, math, writing, science, social studies, work study skills, and school readiness using several different instruments that vary by grade. All are under the direction of the state Division of Assessment, a general education unit in the state department. Up through the past academic year (1990-1991), two state-developed criterion-referenced tests have been used: the Georgia Criterion Referenced Test (GCRT) in grades 1, 3, 6, and 8, and the Georgia Basic Skill Test (GBST) in grade 10. Two norm-referenced tests have been used as well: the Iowa Test of Basic Skills (ITBS) in grades 2, 4, and 7, and the Test of Academic Proficiency (TAP) in grade 9. The GCRT is used only for reading (grades 1, 3, 6, 8), math (grades 1, 3, 6, 8) and writing (grades 6, 8). The GBST is used in grade 10 for reading, math, and writing. The ITBS and TAP are used in the designated grades for all content areas except school readiness. For school readiness assessment, Georgia uses the state-developed Georgia Kindergarten Test.

For all of these assignments, all students with disabilities are included "unless excluded," which according to written guidelines should only occur when "the nature or severity of an individual's handicapping condition may require exclusion from the testing program." For all types of assessment, Georgia indicated that the local district collects the data, then reports to the state. The state uses the information in a variety of ways, including: (1) reports to the legislature, (2) reports to local units, (3) allocation of remedial education funds, and (4) instructional planning. The GBST also is used to determine eligibility for graduation. In Georgia, all tests are administered one time during the year (in the designated grades). The criterion-referenced instruments (except school readiness) have been used since 1976, the school readiness measure since 1989, and the norm-referenced instruments since about 1970 (about 20 years). The state assessment system is changing in 1991, at which time testing will be reduced or eliminated at several grade levels.

HAWAII

Hawaii uses the Stanford Achievement Test to collect information on reading and math at grades 3, 6, 8, and 10. It uses the Hawaii State Test of Essential Competencies for grades 10, 11, and 12. These data have been collected annually from all students, including students with disabilities (unless they are exempted according to the state-developed guidelines). The Stanford Achievement Test scores have been collected annually for more than 10 years, and the Hawaii State Test scores have been collected annually for grades 10 and 11 and twice a year for grade 12 since 1983 until this year. The tests are administered locally by a contractor and then the data are reported to the State Education Agency. This state-wide testing office uses the information to report to the legislature and the local education agencies (in order to make curriculum improvements). The information is also used to determine who is eligible for graduation. Students with disabilities who pass the Hawaii State Test receive a regular certificate. Those who do not pass, but meet their IEP goals receive an individually prescribed "Program Certificate." A new option is to receive a Course Completion Certificate as a graduation certificate.

IDAHO

In Idaho, the state division of instruction administers the testing program, consisting of norm-referenced testing and direct writing samples. The Test of Achievement and Proficiency is administered to all 11th graders once every year. The test data, which have been collected since 1986, include reading, math, science, social studies, writing, problem-solving, and performance information. The data are collected locally and submitted to the state for analysis and reporting. The state is using the data to report back to the local districts and to the legislature. Also, the Iowa Test of Basic Skills (ITBS) has been used annually since 1985. The information on reading, math, science, and social studies is collected for all 6th and 8th graders. The data are collected locally by a contract (Riverside) and submitted to the state (Division of Instruction). The state uses the information to report to the local districts and to the legislature. In the past 10 years, writing samples have also been collected locally from all students and submitted to the state for scoring and reporting (back to local districts and for internal reporting). Students with disabilities are participating in the testing unless they are exempted by the local school principal and teacher. Districts are not obliged to use the state recommended tests. They can choose to use other tests.

ILLINOIS

The Illinois regular education assessment unit tests all students in grades 3, 6, 8, and 11 once a year. The state collects information in reading, math, language arts, and physical and biological sciences, through a state-developed norm-referenced test: Illinois Goal Assessment Program (IGAP). This effort began in 1988. Local schools determine whether students with disabilities participate in the testing. Data are collected locally, scored by a contractor, and submitted to the state. The state uses the information to report to local schools and districts on their progress toward state goals, and to report to the legislature.

INDIANA

Indiana collects information on math and English/Language Arts using the Indiana State-wide Testing for Educational Progress (ISTEP). This is a general education data collection effort, and only those students with disabilities who are integrated for math and language arts participate in ISTEP. Testing is conducted annually in grades 1, 2, 3, 6, 8, 9, and 11 by local districts that report results to the state. This assessment program started in 1986. Results are used to identify students needing remediation through summer school. (If a student does not pass, that student is directed to attend summer school. If a student does not pass a second time, the student is retained in grade.) Also, the assessment is related to outcome-based accreditation for schools. Four factors are considered in this process, one of which is school performance on the ISTEP.

LOUISIANA

Louisiana collects varied types of information specific to grade levels. All students with disabilities in regular education who are pursuing a high school diploma take part in the assessments. For grades 3, 5, 7, and high school, the Louisiana Educational Assessment Program is used annually through a divided special and regular education effort. Language Arts and Math are assessed in grades 3, 5, 7, and in high school. In addition, the 7th grade students are also assessed in Written Composition. The high school pupils are additionally tested in Science and Social Studies. The information that is collected is used to ensure that students have mastered the grade level skills of the state's curriculum. These data have been collected since 1988 and are used only at the state level.

MAINE

Maine uses a state-developed test to collect information on student achievement in reading, math, writing, social studies, science, and the humanities. All students in grades 4, 8, and 11 are tested, including those with disabilities, according to state guidelines. The schools submit the data to the state, which uses a contractor to score the tests. The data have been collected yearly since 1988. The state uses the information to report back to the schools, by individual student (with directions for how information should be shared with parents). The information is also used for

staff development, school improvement plans, and for targeting low performing districts that need special assistance.

MARYLAND

Maryland collects information using state-developed functional tests in grades 9-12. The areas tested are reading, math, writing, and citizenship. All achievement data are collected twice per year through a general education effort. This assessment program began in the early 1980's. All students with disabilities pursuing a Maryland high school diploma participate in the assessment. The information that is collected is used to provide the state department with basic information on school districts. This information is also used at the local level to determine eligibility for graduation.

MASSACHUSETTS

Massachusetts collects information through general education using two instruments: a state-developed Basic Skills Multiple Choice Test, and a state-developed Open-Ended Questions Test. Data are collected for all students in grades 4, 8, and 12, except those who are exempted by the local IEP team. The tests include reading, math, language arts (only multiple choice test), social studies, and science. The data are collected locally and have been reported to the state once a year, since 1985. The state uses the information to report back to the districts, and to the legislature as part of the school reform bill.

MICHIGAN

Michigan collects information on reading and math achievement in grades 4, 7, and 10 and on science achievement in grades 5, 8, and 11 using the state-developed Michigan Educational Assessment Program (MEAP). This assessment is a general education effort that has been conducted one time per year for the past 10 to 15 years. Participation of students with disabilities is locally determined, usually including students with mild or sensory disabilities. The assessment is conducted locally and reported to the state. The state uses the information to report back to districts, to state boards, and to parents.

MISSISSIPPI

Mississippi collects information on achievement using the Stanford Achievement Test in grades 3, 5, and 8. This general education assessment effort started in 1985 and is done annually. Any child can take the test, though students with severe disabilities usually do not participate. These data are collected by the general education administration and used as part of the district profile, and by the local schools to determine services eligibility. Mississippi also indicated that information on the grades given for coursework is collected on a case by case basis for all students with disabilities at all age/grade levels. This effort is done by teams of state department employees to determine eligibility for service. These data have been collected since the late 1970s.

MISSOURI

The Missouri state assessment unit collects information on achievement in reading, language arts, math, science, and social studies/civics. The Missouri Mastery and Achievement Test (a state-developed test) is administered to all students, including those with disabilities, grades 2-10. This effort began in 1987. The local IEP team is allowed to exempt students from testing. The local agencies report to the assessment center that is located at the University of Missouri in Columbia. The information is summarized as a report and submitted to the state. The state uses the information to report to local districts for program improvement and to construct an annual report to the legislature on trends in achievement.

MONTANA

Montana collects information on reading, mathematics, language arts, science, and social studies for all students in grades 3, 8, and 11. This information is collected through a general education effort using a variety of norm-referenced tests approved by the State Board of Education. The choice of test is left to the local districts, which administer the exam one time per year and report the data to the state. It is not known when this effort began. The information is used to provide a statewide summary to the state board and state legislature.

NEW HAMPSHIRE

New Hampshire collects information using the California Achievement Test (CAT) in grades 4, 8, and 10. All areas in the test are used including reading, math, language, social studies, and science. All achievement data are collected annually through a general education effort. This assessment effort started in 1985. All students who are academically mainstreamed for 50% of the time or more participate in the assessment, unless the IEP team and the student's parents feel it is inappropriate. The information that is collected is presented in an annual state report and is used to provide the SEA with basic information on school districts.

NEW JERSEY

New Jersey collects information using the state-developed High School Proficiency Test (HSPT) in the 9th grade. The HSPT collects information in April each year in math, reading, and writing through a general education effort that started in 1986. All students participate in the assessment unless exempted. Students may be exempt because of adverse effects of the testing situation and/or because the goals and objectives in the IEP do not address the HSPT proficiencies. The tests are sent to the state agency with the state reporting the results back to the local districts. Local districts use the HSPT to determine graduation eligibility for individual students.

NEW MEXICO

New Mexico collects information using the New Mexico Reading Assessment, Achievement Assessment (Language Arts, Math, Science, Social Studies), and Direct Writing Assessment. The Reading Assessment is given in grades 1 and 2, the Achievement Assessment in grades 3, 5, and 8, and the Direct Writing Assessment in grades 4 and 6 (direct writing assessment, competency-based test). The three tests have been given to all students, unless exempted (determined by IEP team), one time per year, since 1986. The information is reported to the state board for accountability purposes. The High School Competency Exam (HSCE) is given to all students, unless exempted (determined by IEP team), in grades 10, 11, and 12. The HSCE has been given one time per year since 1986. The information is used to determine diploma awards. Both the New Mexico Tests and the HSCE are given by the local districts, and sent to a contractor who forwards the information to the state.

NEW YORK

New York collects information using the statewide test, the Pupil Evaluation Program Test (PEPT). This is a general education effort. All children in grades 3 and 5 participate in the math, reading and writing subtests. These subtests have been given on a yearly basis since 1982. Local districts report the scores directly to the state department where the information is used for determining which students need remediation and comparing students with disabilities to nondisabled students. These tests have been given on a yearly basis since the late 1980s. The Regents Competency Tests (RCTs) are another general education effort. They are administered to secondary level students with handicapping conditions, unless exempted, in the areas of mathematics, science, reading, writing, global studies and US history and government. The results are used for individual student decisions regarding instruction/certification.

NORTH CAROLINA

North Carolina collects information using the California Achievement Test (reading, math, and language subtests), three times during the elementary years and in grade 8. The information is collected through a general education effort. Students with severe/profound disabilities, students labeled "TMR" and students labeled "EMH" are exempted. The CAT is locally administered each year and sent to a contractor, who then reports scores to the state. The state reports the information to local agencies and produces "report cards" of the schools. The data have been collected since 1983.

NORTH DAKOTA

North Dakota collects information using the reading, math, and written expression subtests of the California Test of Basic Skills (CTBS). The CTBS is given once each year in grades 3, 6, 8, and 11 to all students who are able to read. The local districts administer the test and then report to the state where it is used for policy making. The testing is a general education effort that began in 1990. In April of

1991, the North Dakota legislature passed a bill mandating that North Dakota schools must implement performance-based testing.

OHIO

Ohio collects information using a variety of commercially prepared tests and state developed proficiency tests. Local school districts select commercially prepared tests from an approved state developed list. The commercially prepared tests are given to all children, if appropriate (as determined by the IEP), one time each year at grades 4, 6, 8, and 10 in the areas of reading, mathematics, and language. Local districts collect the information and report it to the state. The information is then compiled and reported to the public and the local districts. This testing began in 1989. The state-developed proficiency tests are given two times each year, beginning at grade 9, until passed. Information is collected in the areas of reading, mathematics, language, and citizenship. All students participate if deemed appropriate (exemptions are made on an individual student basis). Local districts report the information to the state. The State Board of Education establishes a passing standard for each of the four tests. Testing began in 1991. Both tests are a general education effort.

PENNSYLVANIA

Pennsylvania collects information using the state-developed competency test, TELLS, in grades 3, 5, and 8. The areas tested are reading and math. All achievement data are collected annually (in designated grades) through a general education effort. This assessment effort started in 1986. Students with mild disabilities (usually EMR, LD, SED) participate in the assessment. The information that is collected is presented in a report to the state and is used to evaluate local districts and provide feedback to districts regarding individual student status.

RHODE ISLAND

Rhode Island collects achievement information in reading, math, and language arts, using The Metropolitan Achievement Test. All students in grades 3, 6, 8, and 10 participate in these assessments unless they are individually exempted. Scores are submitted by the LEAs to the state agency. These assessments are a general education effort that has been operating since 1983. Data are used for feedback to LEAs and for program evaluation.

SOUTH CAROLINA

South Carolina collects information using the Stanford Achievement Test (8th edition) in grades 4, 5, 7, 9, and 11 and the Basic Skills Assessment Program (BSAP) in grades 1, 2, 3, 6, and 8. Also, all students in grades 10, 11, and 12 take a state-developed Exit Exam. The areas assessed include reading, math, writing, and science. All achievement data are collected annually with the exception of the exit exam, which may be taken two times per year in the 12th grade. The Office of Research began these efforts in 1982 for grades 1, 2, 3, 6, and 8, in 1991 for grades 4, 5, 7, 9, and 11, and 1990 for the exit exam. All students with disabilities participate in the

assessments unless exempted. The information that is collected is reported to the state department, to local agencies, and to the public to make funding decisions. These data are also used to make remedial education decisions for grades 1-10 and eligibility for graduation decisions for grades 11 and 12.

SOUTH DAKOTA

South Dakota collects achievement information in reading, mathematics, language, social science, and science. The general education unit administers the Stanford Achievement Test for grades 4, 8, and 11. Tests are administered locally and sent to a contractor. Results are sent to the state and local agencies. All students take part in the assessment unless they are exempted by local school officials. Achievement data have been collected since 1983, and are used by the state to provide feedback to LEAs and for overall program improvement.

TENNESSEE

Tennessee collects information using the Tennessee Comprehensive Assessment Program (T-CAP) in grades 2-8 and 10 (optional in grades 1, 11, and 12). Areas included are: reading, language, math, science, social studies, and study skills. This assessment effort started in 1989 and is a general education program. All students with disabilities participate in the assessment, unless the multidisciplinary team decides that measurements are inappropriate for the student. The information that is collected is used at the local level to monitor student improvement. Tennessee also collects information using the Tennessee Proficiency Test in grades 9-12. English, reading, spelling, and math are the areas tested. These achievement data are collected twice per year through a general education effort. It is not known when this assessment effort started. All students with disabilities participate in the assessment. Exemption guidelines were not noted. The information that is collected is used to determine whether students obtain a regular diploma.

TEXAS

Texas collects information on reading, writing, and math achievement using a state-developed criterion-referenced test, The Texas Assessment of Achievement for Students (TAAS). This general education effort collects school test scores for all students, with the special education test scores disaggregated from regular education scores. Students are tested one time per year at grades 3, 5, 7, 9, 11, and 12, if necessary. Local districts report the scores directly to the state. The state education agency uses the information in developing district report cards and local districts use the information in evaluating individual student achievement. This testing began with the Texas Assessment of Basic Skills (TABS) in February 1980 for grades 5 and 9 and changed in Fall 1985 (grade 11) and Spring 1986 (1, 3, 5, 7,and 9) to the Texas Education Assessment of Minimum Skills (TEAMS).

As part of a longitudinal study, Texas will have norm-referenced achievement test data on a sample of 1000 special education students. One purpose of the study is to make comparisons of student outcomes with program types upon the students' exit from high school.

UTAH

Utah collects information on reading, math, written expression, social studies, and science using the Stanford Achievement Test. This general education effort began in 1990. All students at all grade levels participate, except for those students with multiple handicaps and severe and profound disabilities. The information is used in determining how students are doing across the state. Utah is in the process of developing a criterion-referenced assessment for reading, math, art, music, vocational education, and functional adaptive behavior skills.

VERMONT

Vermont collects information using the Vermont State Achievement Test and Portfolio Assessments in grades 4 and 8. The areas tested are math and writing, which are collected one time each year through a collaborative general and special education effort. This assessment effort started in 1991. All students with disabilities participate in the assessments. The information that is collected is reported to the state and used to determine school-wide performance, needed curriculum changes, needed resources, and for overall improvement of the "Vermont Landscape" of which all students are a part.

VIRGINIA

Virginia collects information on reading, mathematics, and written expression through its Literacy Testing Program. This program began in 1989 and is implemented at grade 6. It is basically a criterion-referenced system administered by the general education unit. Students may be exempted by local decisions. Information is also obtained through norm-referenced testing (Iowa Test of Basic Skills grades 4 and 8; Tests of Achievement and Proficiency, grade 11). Local districts administer all tests and report to the state. Information is used for feedback to the schools and overall program improvement.

WASHINGTON

Washington collects information in the areas of reading and mathematics using the Metropolitan Achievement Test (MAT) in grades 4, 8, and 11. All students with disabilities may participate in the assessment, at parent and teacher discretion. All achievement data are collected annually through the Assessment Unit. Contractors with the test publishers compile the information and send it to the state, where it is used in budget planning, required state reports, and feedback to the local units. This general education effort began approximately 10 years ago. Washington is currently in the process of changing achievement tests.

WISCONSIN

Wisconsin collects information on reading comprehension using a state developed criterion-referenced test. This general education effort began in 1989 and

is administered one time each year. All students, unless exempted, participate during the third grade. Local schools administer the test and report the information to the state. The information is reported to the legislature, the local districts, and could be used by districts for individual student reports.

AMERICAN SAMOA

American Samoa collects information using both the Stanford Achievement Test (grades 4, 6, 8, 10, 12) and a minimum competency test (grades 9-12). Both measures provide information on reading, language arts, and math. The Stanford is administered once during the year (in the designated grades) through a general education effort. Use of the minimum competency test started in 1986; it is unknown when use of the Stanford began. All students with disabilities who are mainstreamed participate in the assessments; students who are in self-contained classrooms do not participate. Both the Stanford and the minimum competency test are used for local district evaluations. The Stanford is used to determine system progress. The minimum competency test is used to determine eligibility for graduation.

BUREAU OF INDIAN AFFAIRS (BIA)

The BIA collects information using a variety of assessments. The math, reading, language, and social studies subtests of the Comprehensive Test of Basic Skills are used for students identified as learning disabled, speech impaired, and other health impaired in grades 1-12. Information has been collected annually through a general education effort for more than 10 years. Local units report to the test publisher, who in turn reports to the schools and the state education agency. Results from the academic achievement tests are used to modify curriculum and for training and technical assistance to local schools. Local districts may also choose to use the educational assessments used in their state.

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

The CNMI uses the California Achievement Test (CAT) to collect information on reading and math in grades 3, 5, 7, 9, and 11. This assessment is a general education effort in which only students with disabilities who are not identified (e.g., students with learning disabilities) take part. Students with other types of disabilities participate only occasionally, when special efforts are successful in getting them in the assessment. Achievement data have been collected every other year since approximately 1983-1984. The tests are administered by the schools, then sent to the state agency where the raw scores are pulled from the test protocols and summarized. The information from the tests is used to evaluate student progress.

GUAM

Guam collects information in the areas of reading, mathematics, and writing. A state-developed criterion reference test, The Basic Skills Mastery Test (BSMT), is given to all students who are not exempt. The BSMT is given during the odd years in the elementary schools and every year during high school. The BSMT has been administered two times per year since 1986, through a general education effort. The

Brigance (pre and post) is given two times per year to all students in the elementary grades. This special education effort began in 1989. The local districts administer both the BSMT and Brigance and send the data to the state to be aggregated. The information is reported back to the local schools to be used at the classroom level for instructional planning.

PALAU

Palau collects information using a criterion-referenced test developed with WRRC assistance. Areas tested include reading, math, science, and social studies. All students participate in the assessment during grade 8 or when deemed ready. All achievement data are collected annually through a general education effort. Collection began in 1980. Testing is done at identified sites and the results are reported to the Superintendent of Education and then given to local districts. The information is used in high school placement decisions.

PUERTO RICO

Puerto Rico collects information using tests developed with the assistance of The Psychological Corporation. The reading comprehension and language (writing) subtests are given in grades 1-12, math in grades 1-9, and basic skills in grades K-2. The tests have been given to all students, with and without disabilities, if integrated, one time per year, since 1990. The tests are administered locally and sent to the Data Center at the Department of Education where it is used for island-wide comparisons, individual student decisions, and in preparing/revising IEPs.

REPUBLIC OF THE MARSHALL ISLANDS

The RMI collects information on reading and math using the Wide Range of Achievement Test (WRAT). This special education effort began in 1972 and is administered two times each year (pre and post). Students identified as learning disabled in grades 1-8 participate. Local schools (diagnostician) report the information to the state agency. The information is then reported back to the schools and parents. Children in the special education early childhood program (ages 3-5), are assessed using a profile checklist in the areas of reading and math. This testing began in 1990 and is given one time per year. Consultants administer the test and report the results to the state where information from them is then shared with the schools and parents.

U.S. VIRGIN ISLANDS

The USVI has conducted assessment, through the general education unit, once a year since sometime in the 1960s. The Metropolitan Achievement Test (MAT) is used to test students in grades 3, 5, 7, 9, and 11, including those with mild disabilities, in math, language skills, reading, and general concepts. Students with disabilities are included in the testing if the school principals permit their participation. The data are collected by the Test Research and Evaluation Department staff, who also analyze and report them. The state uses the information for program planning, improving teachers' skills, and for general accountability.

APPENDIX H

POSTSECONDARY EXPERIENCE AND STATUS

ALABAMA

Alabama collects employment information on special education students who have been placed in jobs by vocational education programs. Data are gathered by local units using state-developed follow-up questionnaires, and are reported to the state. This type of information has been gathered for about 10 years, mostly on students considered to have mild disabilities. Reports are sent to local education agencies and to the legislature. The information is used for funding requirements and related decisions.

COLORADO

Colorado collected information on a variety of educational, social, economic, and vocational activities of former students (1978-79 class). These data were collected through a joint effort of special education in the State Department of Education and the University of Colorado. Interviews were conducted with all located students with disabilities in 1983 and with parents in 1986 by the University of Colorado. The information was used by the state for public policy planning and to direct program improvement.

DELAWARE

Delaware has received two grants related to postsecondary status issues: one for development of a transition model, and the other for development of a follow-along tracking system from 9th grade through 2-3 years post school. Through these projects, the special education unit collects information from the districts about all special education students in 9th grade and again at the year of exit. The data have been collected in the districts and submitted to the state for two years. The follow-up grant was started in 1989, and data are collected annually through telephone interviews for all disability groups in the post-secondary level. The system is set up to enable cross-file access and tracking of individual students. The state uses the information for long range planning and for evaluation of program effectiveness.

FLORIDA

The Florida Education Training and Placement Information Program (FETPIP) and OSEP grant personnel are using multiple sources to collect information on the type of employment (military, private sector, or civil service), quarterly wages, post-secondary education of graduating special education students (1-2 years post-school), perceptions of their quality of life, and future plans. Information is collected locally and reported to the state. The state uses the data to report back to the districts. The program started in 1989.

GEORGIA

The Psychoeducational Network of Georgia collects information on students with emotional disorders (ED) one year following high school. Using a state-developed questionnaire, information is collected on employment, post-secondary schooling, military service, and support services received by these students. The information has been collected by the psychoeducational units and reported to the state education agency since 1982. The state uses the information for program planning.

IDAHO

Idaho has been involved in postsecondary projects since 1988. The current longitudinal transition tracking program is conducted by the University of Idaho and the special education section of the Idaho Department of Education. A locally developed questionnaire is being used once every year to assess students' satisfaction with their school program, employment status, residential placement, accessibility to community services, and social involvement. Students with disabilities are contacted prior to their graduation and thereafter are contacted once a year for three years. Sixty-six percent of districts participate, and the information is being used to report back to the local education agencies and to the legislature.

INDIANA

Indiana collects information on the numbers of students who are going on to higher education or post-secondary education/training. This information is collected along with exit data using the state form from the Division of Informational Systems (general education). Data are collected for all students before leaving high school, but are not separated out for students with disabilities. (It is separated only by ethnicity and gender.) The information is reported to the state annually and has been since 1975, and is used for monitoring accreditation.

IOWA

Iowa has a comprehensive post-school follow-up procedure in which a state-developed questionnaire is used to obtain post-school information on students with learning disabilities, behavioral disabilities, and mild mental disorders (not low incidence disabilities). This data collection is a special education effort in which the state establishes contracts with professional staff in area education agencies to interview respondents during summer months. Information is collected on many variables including employment, earnings, receipt of social support payments, experiences with the legal system, living arrangements, and marital status. In addition, information is obtained on former students' opinions about (satisfaction with) their school program and on their recollection of types of programs they had in school and participation in extracurricular activities. Collection of post-school information was initiated in 1986 and involves cycles of information on former students one, three, and five years post school. The information that is collected is used to provide a measure of product effectiveness for the state, and has implications for practice and policy.

MARYLAND

Maryland collects postsecondary information on all students who graduate using the Statewide High School Graduate Follow-up System. This program is a combined effort of the general, vocational, and special education units of the state. Data on variables such as attendance at postsecondary schools, employment, and income are collected through a state-developed mail questionnaire. This instrument is sent one year post school to all students of local agencies participating in the vocational education preparation evaluation for that year. Data have been collected yearly for about 20 years, and are used for reports to the local education agencies and the legislature.

MASSACHUSETTS

The Special Education Unit of Massachusetts uses the Exit Fact Data Report Sheets to collect information on all special education students, ages 14 and older. (Data are collected on the number of students going to college, the number going to other post-secondary educational opportunities, and the number employed in regular and supported work places.) The local agencies have reported to the state annually, since 1985, and the state uses the information for the annual exit report (past two years).

MICHIGAN

In Michigan, local districts conduct a telephone follow-up interview of students with disabilities (interview is with student, or with parent if necessary) one year after the student has left school. This special education effort includes all students with disabilities and seeks information on variables such as marital status, transportation, living arrangements, recreational functioning, voting, driver's license, employment, income, and happiness. The information has been collected one time per year starting in 1984, and is still being revised. The data are collected locally, then presented in a statewide report and a district report. The information is used for decisions about programs at the local level.

MINNESOTA

Minnesota collects information on employment status, employment location, and post-secondary schooling for students in all disability groups. The Department of Vocational Education uses a state developed questionnaire during the spring of grade 12 and one year after exiting school. The "cycle of reporting" mandates that each school must report to the state at least one time every five years. The information is used for federal vocational accountability reporting and the Perkins Reports.

MISSOURI

The Vocational Education Office of Missouri has collected data on placement in the military and post high school education since 1979. Using the Individual School Form, information is collected 180 days after exiting area vocational schools or community colleges for all former students. The office uses the information to report

to the state department of education, and for developing in-service training for teachers.

NEBRASKA

Nebraska collects information on skill development, level of independent living, leisure and social activities, personal satisfaction, vocational success, and income earned. These data are collected annually using project-developed surveys and interviews with all students with mild or moderate retardation who exit programs. This effort began in 1988 as an activity for a federal grant. The information is collected locally and used to evaluate programs of exiting students.

NEVADA

Nevada collects a range of post-school information, including leisure activities, employment, post high school education, living situation, and types and number of friendships. This information is collected through a combined special education and University of Oregon effort. Information is collected annually (since 1990) using parent, student, and teacher telephone interviews. It is collected for a sample of students from all disability groups during their senior year, and one and two years post high school. The information will be used for programmatic changes and the identification of factors related to post school success.

NEW HAMPSHIRE

New Hampshire collects information on employment status, relevance of vocational training, wages, hours per week employed, and work performance ratings. These data are collected annually (since 1982) on all students with disabilities who are in Vocational Education programs. This information is collected through a Vocational Education effort. The data are compiled and reported to local agencies.

NORTH CAROLINA

The Vocational Education Department of North Carolina collects employment, postsecondary education, and satisfaction with schooling information using a student interview. The information is collected only for students who are enrolled in vocational education. The information has been collected for approximately the past ten years on a yearly basis. The state receives the information from the local units and provides feedback to the local education agencies and various state education agency committees.

NORTH DAKOTA

North Dakota collects information on postsecondary experiences using a follow-up survey or interview. The information is collected through a special education effort on all special education students one year after exiting high school. The state trained people to collect the data from the local districts. The information is used for program improvements. Collection began in 1990.

OREGON

Oregon collects information through a comprehensive effort that involves both information from the last year of school (regardless of age) and from two years after leaving school. The in-school component includes information on demographic characteristics of the students and services received as well as information on the students' outcomes leaving school and quality of life (including vocational adjustment, achievement, personal and social adjustment, etc.). This information is collected from computer-assisted questionnaires administered to teachers, parents, and students through a University of Oregon effort. The out-of-school information includes documentation of services received after exiting school and quality of life data in vocational, residential, personal/social, leisure, and health areas. Out of school data are also collected through computerized telephone interviews. Students from all disability categories are included in the surveys, which have been conducted yearly since 1988. The information is used for two primary purposes: (1) providing information useful for state level policy, and (2) providing local community program improvement data. A third goal is to eventually produce instruments that can be used for data collection at the state level, without university assistance.

TEXAS

Texas, as part of the The Special Education Outcomes Study, collected information on employment, living arrangements, and community support on a sample of students. Local districts collected this retrospective information using student interviews. The information will be used to establish a baseline for the follow-up portion of the longitudinal study and to comply with a legislative mandate to study the effectiveness of special education.

VERMONT

Vermont collects information on employment, education, living arrangements, friendships, decision making, wages, and satisfaction with school on a sample of students with disabilities who exit school. A post-secondary interview questionnaire is used in this joint effort of the Department of Education, University of Vermont, Local Education Agencies, and State Education Agency. These data are collected annually and compiled into the statewide database. Data are used to target program modifications and increase opportunities for students with disabilities. This effort started in 1988.

VIRGINIA

Virginia collects information on post secondary education and successful employment of all students with disabilities who graduated from school or dropped out. Students are contacted within one year of exiting school. This information is collected by the Department of Rehabilitation, Department of Mental Health/Mental Retardation, and the Employment Commission. This effort was piloted in 1989. Official data collection began in 1990 and is done annually. These data are used to determine outcome indicators.

WISCONSIN

The Bureau for Vocational Education in Wisconsin gathers post high school data (e.g., employment, living arrangements) for a sample of students from approximately one fifth of the school districts in the state. Responding to Perkins requirements, Wisconsin will develop a new data collection plan to be applied on a yearly basis. The variables to be addressed have not been determined.

DISTRICT OF COLUMBIA

The District of Columbia used a postsecondary questionnaire as part of Project Remodel. This was a special education effort that included students with learning disabilities. The questionnaire was used one time, somewhere between 1983 and 1985 for students who had exited high school. The state education agency analyzed these data for program evaluation purposes.

GUAM

Guam is in the process of collecting data on employment and living arrangements for all disability groups. Information is collected using telephone and mail interviews one, two, and three years after graduation. This information has been collected one time per year since 1989. The information is collected by the state agency (Consulting Resource Teachers) to facilitate transition planning. This is a special education effort.

PALAU

Palau collects information on postsecondary status using the Transition Team Program case notes. This post-exit information is gathered for all students who were enrolled in the transition program. This information has been collected continuously through a combined special and general education effort since 1989. Data are used to evaluate students' status and former programs.

REPUBLIC OF THE MARSHALL ISLANDS

The RMI collects information on post-school employment. This special education effort uses an interview to collect employment, wages, and living arrangement data on students identified as learning disabled and mentally retarded. The state agency collects the information one time per year to evaluate the status of individual students.